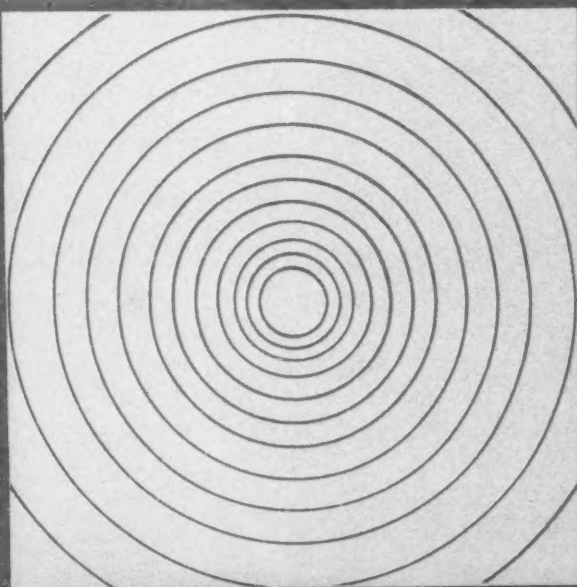


Resources in Education

EDUCATIONAL RESOURCES
INFORMATION CENTER

AUGUST 1984

VOLUME 19 • NUMBER 8



ED 241 672-242 860

SPECIAL ANNOUNCEMENT

A Nation Responds: Recent Efforts to Improve Education

In May 1984, the Department of Education published this summary of the Nation's responses to recent studies in education, including the report of the National Commission on Excellence in Education, *A Nation at Risk*. This document extends the information provided in December 1983 in the publication *Meeting the Challenge* and consists of three parts:

- An overview which describes national developments in education in the last 12 months and summarizes State and local efforts to improve education.
- A section on State initiatives which provides a State-by-State profile of recent activities and a chart summarizing these initiatives.
- An informal sampling of significant efforts by local schools, school districts, postsecondary institutions, associations, and the private sector.

This report is available from the U.S. Government Printing Office (GPO), Superintendent of Documents, Washington, D.C. 20402 (\$7.50, Stock #065-000-00198-5).

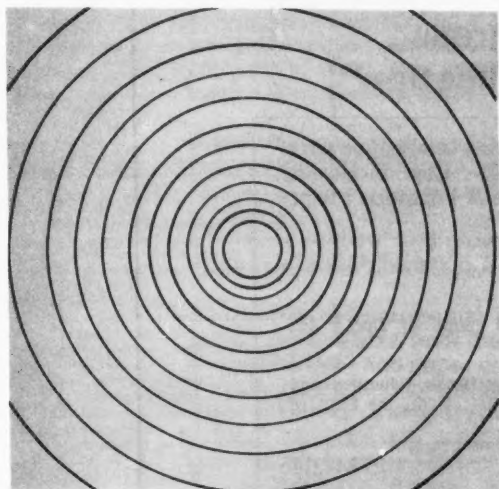
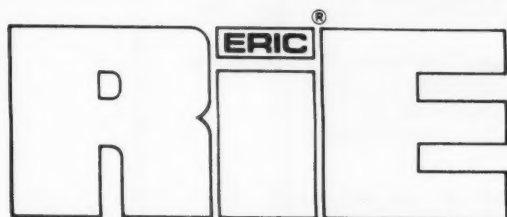
It is also available from the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, Virginia 22210, in microfiche (\$.97) or paper copy (231 pages, \$17.90). Order by the ERIC Accession Number (ED 240 748), announced in the July 1984 issue of *Resources in Education*.

RESOURCES IN EDUCATION

ED 241 672-242 860

August 1984

Volume 19 • Number 8



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Copies of *RIE* are available from the Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, D.C. 20402. Inquiries regarding subscription prices (12 issues/year) and single issue prices should be directed to the Superintendent of Documents.

Two *Semiannual Indexes* to *RIE* (January-June and July-December) are also available from GPO. Contact the Superintendent of Documents for prices.

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Selected Acronyms

CH	— Clearinghouse
CIJE	— <i>Current Index to Journals in Education</i>
Comp.	— Compiler
DHEW	— Department of Health, Education, and Welfare
Ed.	— Editor
ED	— Accession Number Prefix (ERIC Document)
	— Department of Education
EDRS	— ERIC Document Reproduction Service
ERIC	— Educational Resources Information Center
GPO	— Government Printing Office
MF	— Microfiche
NIE	— National Institute of Education
OE	— Office of Education
PC	— Paper Copy
RIE	— <i>Resources in Education</i>
SN	— Scope Note
UF	— Used For

Library of Congress Cataloging in Publication

Resources in education / Educational Resources Information Center. — Washington, D.C. : Dept. of Health, Education, and Welfare, National Institute of Education : Supt. of Docs., U.S. G.P.O., [distributor],

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Vols. for Jan. 1975-Apr. 1980 were classed (Supt. of Docs.): HE 19.210:(v.nos.&nos.)

Description based on: Vol. 14, no. 1 (Jan. 1979)

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(Continued on next card)

75-644211

AACR 2 MARC-S

76t8209r81jrev

Resources in education . . . (Card 2)

Education, National Institute of Education.

Indexes:

Cumulative indexes published semiannually; 1980- one semiannual index issued for Jan.-June.

Continues: Research in education.

Supt. of Docs. no.: HE 19.210; ED 1.310:

GPO: Item 466-A

ISSN 0098-0897 = Resources in education.

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016.370'78

75-644211

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AACR 2 MARC-S

Library of Congress

76t8209r81jrev

Introduction

RESOURCES IN EDUCATION (RIE) —A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

**Sponsor: Educational Resources Information Center (ERIC)
National Institute of Education (NIE)
U.S. Department of Education
Washington, D.C. 20208**

ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

Organization of Journal: *Resources in Education* is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with the prefix ED (ERIC Document). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

Availability of Documents: The documents cited in *Resources in Education*, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents" in the most recent issue of RIE.

How to Submit Documents to ERIC: If you have documents that you would like to have considered for announcement in *Resources in Education* (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 4833 Rugby Avenue, Bethesda, MD 20814. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE).

How To Order RIE: The U.S. Government Printing Office (GPO) prints *RIE* and functions as subscription agent. Detailed subscription information appears on the page in the back of *RIE* entitled "How to Order **RESOURCES IN EDUCATION**."

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HIGHLIGHTS Of Special Interest

ERIC Clearinghouse Publications

This page highlights publications announced in this issue of *Resources in Education* which were created by the ERIC clearinghouses and which have been selected as having special significance for educators. For each brief citation appearing here, there is a full abstract appearing under the same ED number in the pages of the issue.

In addition to collecting the literature of education for announcement in *Resources in Education* and *Current Index to Journals in Education*, the ERIC clearinghouses analyze and synthesize the literature in a number of different formats designed to compress the vast amount of information available and to meet the varying needs of ERIC users. These formats include research reviews, state-of-the-art studies, interpretive studies on topics of high current interest, research briefs, annotated bibliographies, and compilations. While some publications are comprehensive reviews designed for those who are interested in pursuing a subject in depth, others are brief analyses designed for the busy practitioner whose time for staying abreast of new developments in education is limited.

ERIC publications are published either by the ERIC clearinghouses responsible for producing them or through cooperative arrangements with other organizations. Copies are usually available directly from the responsible clearinghouse or from the source listed in the citation. In addition, the publications announced in *Resources in Education* are contained in all ERIC microfiche collections, and are available in paper copy and/or microfiche from the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, Virginia 22210. Special collections of clearinghouse publications are also available on microfiche from EDRS, as follows:

1975-77	(574 documents).....	\$120.95 (includes postage)
1978	(211 documents).....	\$ 43.45 (includes postage)
1979	(159 documents).....	\$ 36.93 (includes postage)
1980	(176 documents).....	\$ 39.05 (includes postage)
1981	(173 documents).....	\$ 39.05 (includes postage)
1982	(181 documents).....	\$ 39.05 (includes postage)

Citations (By Clearinghouse)

ED 242 255 HE 017 119
Melendez, Winifred Albizu de Guzman, Rafael M.
Burnout: The New Academic Disease.
ASHE-ERIC Higher Education Research Report No. 9, 1983.
 Association for the Study of Higher Education;
 ERIC Clearinghouse on Higher Education, Washington, D.C.; 114p.
EDRS Price - MF01/PC05 Plus Postage.
 Alternate Availability—Publications Department, Association for the Study of Higher Education, Dept. R, One Dupont Circle, Suite 630, Washington, DC 20036 (\$6.50, nonmembers; \$5.00, members).

ED 242 859 UD 023 661
Passow, A. Harry
Reforming Schools in the 1980s. A Critical Review of the National Reports. Urban Diversity Series, Number 87.
 ERIC Clearinghouse on Urban Education, New York, N.Y.; 112p.
EDRS Price - MF01/PC05 Plus Postage.
 Alternate Availability—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (\$10.00).

ED 242 860 UD 023 662
Passow, A. Harry
A Review of the Major Current Reports on Secondary Education. Urban Diversity Series Number 88.
 ERIC Clearinghouse on Urban Education, New York, N.Y.; 213p.
EDRS Price - MF01/PC09 Plus Postage.
 Alternate Availability—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (\$8.50).

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DOCUMENT SECTION

SAMPLE RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date Published.

Contract or Grant Number.

Alternate source for obtaining document.

Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

ED 654 321

Smith, John D. Johnson, Jane

Career Planning for Women.

Central Univ., Chicago, IL.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No. — CU-2081-S

Pub Date — May 83

Contract— NIE-C-83-0001

Note — 129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1983).

Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 (\$3.25).

Language—English, French

Pub Type— Speeches/Meeting Papers (150)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors — Career Guidance, *Career Planning, Careers, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, *Labor Needs, Occupational Aspiration, Occupations

Identifiers — Consortium of States, *National Occupational Competency Testing Institute

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB)

CE 123 456

Clearinghouse Accession Number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus*. Only the major terms, preceded by an asterisk, are printed in the subject index.

Informative Abstract.

Abstractor's Initials.

Document Resumes

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

	Page		Page
AA—ERIC Processing and Reference Facility	1	JC—Junior Colleges	106
CE—Adult, Career, and Vocational Education	1	PS—Elementary and Early Childhood Education	113
CG—Counseling and Personnel Services	27	RC—Rural Education and Small Schools	122
CS—Reading and Communication Skills	37	SE—Science, Mathematics, and Environmental Education	129
EA—Educational Management	51	SO—Social Studies/Social Science Education	141
EC—Handicapped and Gifted Children	70	SP—Teacher Education	154
FL—Languages and Linguistics	82	TM—Tests, Measurement, and Evaluation	165
HE—Higher Education	87	UD—Urban Education	175
IR—Information Resources	96		

AA

ED 241 672 AA 001 124
Resources in Education (RIE), Volume 19, Number 8.

Educational Resources Information Center (ED/NIE), Washington, DC; ORI, Inc., Bethesda, Md. Information Systems Div.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Aug 84

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, \$95.00 (Domestic), \$118.75 (Foreign).

Pub Type—Reference Materials - Bibliographies (131)—Collected Works - Serials (022)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—*Abstracts, Catalogs, Education, *Educational Resources, *Indexes, Resource Materials

Identifiers—*Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

CE

ED 241 673 CE 034 713

Seltzer, Miriam. Clugston, Richard.
Planning and Conducting Education and Training Programs. A Seven Step Process.

Minnesota Univ., Minneapolis. Center for Youth Development and Research.

Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Pub Date—Aug 77

Grant—73-ED-99-0018; 73-ED-99-0033

Note—64p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrators, Adult Education, Correctional Institutions, *Education, Management Development, Program Descriptions, *Program Development, *Program Evaluation, Program Implementation, *Training
Identifiers—Community Corrections Training Project

Addressed to persons responsible for developing all kinds of training programs, this two-part monograph provides information for replication of a program titled "Training Administrators of Community-based Residential Correctional Facilities," of the training process used in the Community Corrections Training Project. Part 1 describes the seven steps in the training process. These steps involved in developing, conducting, and evaluating a training program are discussed in detail: establishing a general sense of what needs to be done, selecting participants and determining their training needs, writing program goals and objectives, developing the means to realize objectives, designing evaluation, conducting the program, and assessing program effectiveness. Part 2, a documentation of part 1, is a concrete example of how the training process was applied in developing, conducting, and evaluating the Community Corrections Training Project. Some of the problems as well as the accomplishments of this particular program are highlighted. Relevant materials developed in connection with the various steps in the process are provided in the appendixes, including an interview with potential trainees, a list of priorities (training needs), a sample program, representative evaluation forms, and a summary of evaluations of training sessions. (YLB)

ED 241 674 CE 037 950

Mook, Lynn D.

Area Consortium on Training. "Training for Technology" Project, 1982-1983. Final Report.
Area Consortium on Training, Fremont, CA.

Pub Date—11 Dec 83

Note—35p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Vocational Education, Agency Cooperation, *Cooperative Programs, Coordination, *Dislocated Workers, Economically Disadvantaged, Economic Development, *Educational Cooperation, Employment Patterns, Industry, *Job Training, Labor Needs, Needs Assessment, Postsecondary Education, *Program Development, *Retraining, School Business Relationship, Secondary Education

The Area Consortium on Training initiated the Training for Technology Project to fill industry

needs for skilled personnel and job needs for economically disadvantaged persons. Major accomplishments included establishment of a training team for economic development and for development of training programs; contacting of more than 100 employers; provision of information/contacts on local labor market needs and future trends; submission of the first joint training programs by Ohlone College, the Fremont-Seward Regional Occupational Program, and the Fremont Adult School; creation and securing of funding of four retraining programs in electronics/robotics and computer-aided drafting (CAD); acquisition of CAD and robotics equipment for Ohlone College; funneling of 60 disadvantaged students into training programs; and building of trust and rapport among business, educational, and governmental representatives. These barriers to cooperative education were identified: initial doubt about the usefulness of the effort; concerns about "turf"; breaking traditional roles; encountering different mindsets and vocabulary; facing time constraints; and funding. Recommendations to educators regarding customized training were: strengthening of the infrastructure of vocational education; maintenance and expansion of partnerships with business and government; and development of local expertise. (Some news releases are appended.) (YLB)

ED 241 675 CE 038 106

Starr, Harold

Responding to Defense Industrial Base Training Needs. Research and Development Series No. 248.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—84

Contract—300-83-0016

Note—39p.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (RD248-\$4.25).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Needs, Educational Planning, *Employment Projections, *Industry, *Labor Needs, *National Defense, State Departments of Education, *Vocational Education
Identifiers—*Defense Industrial Base

This study is intended to assist state vocational education agencies that have made or will make the decision to increase their responsiveness to the skill training needs of their state's defense industrial base. Background is provided on the defense industrial base, the extent of the projected expenditures for defense and for the procurement portion of the

defense budget, and the expected employment effects of these expenditures. Five strategies accomplished by 30 suggested procedures for their implementation are presented for consideration by states as they initiate or increase their training response to the skill needs of firms within the defensive industrial base. They are (1) to develop awareness and commitment, (2) to develop needed collaborative arrangements, (3) to plan to respond, (4) to implement a response, and (5) to continue to strengthen vocational education's ability to respond. These findings are reported: (1) few state vocational education agencies give priority to skill needs of firms doing defense work; (2) employment information to convince agency staff to prepare workers is lacking; (3) state vocational education agencies need to be able to identify firms doing defense work; and (4) the Congress and Departments of Defense and Education believe the defensive industrial base is ailing. Recommendations are made for the federal and state levels. (YLB)

ED 241 676 CE 038 125
Bendor-Samuel, David H. Bendor-Samuel, Margaret M.
Community Literacy Programmes in Northern Ghana.
Summer Inst. of Linguistics, Dallas, Tex.
Report No.—ISBN-0-88312-927-2
Pub Date—83
Note—90p.

Available from—Bookstore, Summer Institute of Linguistics, 7500 West Camp Wisdom Road, Dallas, TX 75236 (\$8.50; quantity price—\$6.80 each).
Pub Type—Books (010) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adult Basic Education, Adult Education, Adult Literacy, Adult Programs, Basic Skills, Case Studies, Developing Nations, Economic Development, *Educational History, Functional Literacy, *Literacy Education, Outcomes of Education, Program Descriptions, *Program Effectiveness, *Program Implementation, Reading Instruction

Identifiers—*Ghana, Summer Institute of Linguistics

This study describes efforts by the Summer Institute of Linguistics (SIL) to promote literacy among six language groups of northern Ghana during the years 1972-1979. The report is organized into three parts. Part I provides general background for an understanding and evaluation of what took place. It first describes the national and local setting of the language groups. This is followed by an introduction to SIL, its aims and methods, and a summary of the historical development of the project. A discussion of some factors that are of importance in understanding the project's rationale concludes this part of the study. Part II gives particulars of the way the literacy programs have worked out for each language group. Summary information is provided concerning the organization and development, personnel, classes, materials, problems, and results in each case. Part III assesses the degree of success or failure that the project has had and identifies key elements contributing to these results. Its positive effects from a developmental point of view are noted and discussed. Suggestions for possible improvements are also made, and the implications of the project are considered, both for SIL and for the nation of Ghana. (Author/KC)

ED 241 677 CE 038 218
Heaney, Thomas W.
Struggling to Be Free: The Story of Universidad Popular.

Spons Agency—Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
Pub Date—84

Note—68p.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Basic Education, *Adult Education, Adult Programs, Community Colleges, *Community Control, *Community Education, Educational Cooperation, *Educational History, Educational Philosophy, Educational Policy, Hispanic Americans, Institutional Cooperation, Political Influences, Political Issues, *Politics, Public Policy, Two Year Colleges
Identifiers—Illinois (Chicago), *Universidad Popular IL

This document is a history of the founding, growth, and struggle for independence of Universidad Popular, a successful adult education center in

Chicago. The story focuses on the struggle between a multi-campus, community college system and a local community wanting to assume responsibility for its own adult education. It follows the struggle through its nine year history (1972-1981) and ends with the final split that gave the community center independence at a cost of more than \$250,000 in annual public funding. According to the history, the center today operates a program that simultaneously provides adult literacy and general education together with political, economic, and cultural empowerment. The history states that, in the struggle for the center's independence, the colleges were adversaries of learners seeking and attaining control over their lives and their communities. It describes factors that it says mitigate against our nation's efforts to eliminate illiteracy and that, in part, account for the failures of public education. The report is indexed by names and by historical materials relating to Universidad Popular. (KC)

ED 241 678 CE 038 235
Community Services, Institutional, Community, Home Management and Support Services.
Course Outline. Home Economics and Consumer Education.
Union County High School District No. 1, Springfield, NJ.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.

Pub Date—83
Note—551p.; Some pages of the extensive appendix are not legible because of broken, light type.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF02/PC23 Plus Postage.
Descriptors—Behavioral Objectives, *Community Services, Consumer Education, Course Descriptions, Entrepreneurship, Evaluation Criteria, Home Economics, Home Economics Skills, *Home Management, Housekeepers, *Interpersonal Relationship, Job Skills, Learning Activities, *Occupational Home Economics, Recreation, Secondary Education, *Service Occupations, Services, Student Evaluation, *Work Environment

Identifiers—*Community Aides, Recreation Aides
This course outline contains materials for use in conducting a course designed to prepare high school students for a number of community service occupations. Addressed in the individual units of the course are the following topics: interpersonal relationships with those needing services (families; aged, poor, handicapped, ill, and pregnant individuals; and infants and children); community aides (consumer and social worker aides, civil service, and entrepreneurship); therapeutic recreation aides; homemaker aides; housekeeping management assistants; and the world of work. Each unit of the outline includes parallel lists of concepts, behavioral objectives, suggested learning activities, and evaluation criteria as well as lists of related terms, suggested resources, and references. Student materials make up the appendix (the larger part of the volume). Included, to accompany each unit, are questionnaires; quizzes; check lists; flyers; practical information, such as how to reconcile a bank statement; and pertinent excerpts from related literature. (MN)

ED 241 679 CE 038 281
Leach, James A. Barnard, Wynette S.

A Study of Cooperation/Collaboration among Employment Training Systems in Illinois. Final Report of the Project Designing and Implementing a Plan for the Collaboration, Cooperation, and Coordination of the Providers of Employment Training.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—Jul 83
Note—122p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Agency Cooperation, Apprenticeships, Cooperative Planning, *Cooperative Programs, *Coordination, *Educational Cooperation, Employment Programs, Federal Programs, *Job Training, Military Training, Postsecondary Education, Program Evaluation, Secondary Education, Vocational Education
Identifiers—*Illinois

To collect information related to seven research questions regarding cooperation/collaboration among employment training delivery systems, a three-step approach was used. This included a literature review, interviews with local representatives of employment training systems, and a questionnaire mailed to representatives of the seven major employment training systems. These systems were the military, Job Training Partnership Act, business and industry, apprenticeships, universities, public vocational education, and proprietary schools. The major findings were that (1) employed adults have the greatest numbers of options for training; youth have the least; (2) the delivery systems would maintain and develop the services they currently provide; (3) CETA and community colleges have established the greatest number of cooperative efforts; (4) CETA, proprietary schools, public vocational education, and universities indicated the strongest possibility and desirability to cooperate with other delivery systems; (5) barriers were inadequate communication, turf protection, role incongruence/confusion, confusing rules, and planning-cycle problems; (6) incentives include better resource utilization, service evaluation, and development of a master plan for cooperation; and (7) most conducted internal and external evaluations. Recommendations were made for reducing competition among employment training providers; ensuring training quality, relevance, accessibility, and availability; increasing training efficiency; and ensuring ongoing planning and evaluation. (YLB)

ED 241 680 CE 038 292
Gamble, Connolly
The Continuing Education of Parish Clergy. Report of a Survey.

Society for the Advancement of Continuing Education for Ministry, Collegeville, PA.

Pub Date—84
Note—85p.

Available from—Society for the Advancement of Continuing Education for Ministry, 855 Locust Street, Collegeville, PA 19426 (\$8.00).

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Adult Education, Adult Students, *Clergy, *Continuing Education, *Enrollment Trends, Influences, International Studies, Participant Characteristics, Participation, Postsecondary Education, Questionnaires, Religious Education, *Student Characteristics, Student Educational Objectives, *Student Motivation
Identifiers—Canada, Participatory Research, United States

A study examined the participation of ordained ministers in continuing education. Of some 5,400 questionnaires mailed to ministers of 12 Protestant denominations who lived throughout the United States and Canada, 1,984 usable responses were returned. Based on these responses, it would appear that the typical survey respondent was a 45-year-old white male seminary graduate who was ordained 16 years ago, has been in his present position for 5 years, is a full-time pastor, and receives a salary of \$20,790 in addition to housing and insurance benefits. Well over one-third of the respondents said that they spent up to 20 days learning at home last year, and just over one-half of them reported spending 70 or more days in home study. The three factors that appeared to be the most influential to decisions of the clergy to participate in continuing education were a perception that the subject matter would contribute to increased competence for ministry, the existence of supportive relations within the parish and regional unit, and the presence of self-assessed continuing education and self-formulated goals. (Included in the report are 50 tables and a copy of the survey instrument.) (MN)

ED 241 681 CE 038 310
Campbell, J. W. Kaplan, I.

The IBM Project to Train the Handicapped. International Business Machines Corp., Gaithersburg, Md. Federal Systems Div.

Spons Agency—Rehabilitation Services Administration (ED), Washington, DC.

Pub Date—[80]
Grant—2GP-60319-07

Note—15p.
Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, Business, *Business Education, Computer Oriented Programs, Cooperative Planning, *Cooperative Programs, Data Process-

ing, Educational Cooperation, Job Training, Postsecondary Education, Program Design, Program Development, Program Effectiveness, Program Implementation, *Programming, *School Business Relationship, *Severe Disabilities, Team Teaching, *Vocational Rehabilitation
Identifiers—*IBM Project to Train the Handicapped

In June 1980, about 285 severely handicapped people had learned to become business application programmers as a result of the IBM Project to Train the Handicapped. The program consists of 17 different projects sponsored by vocational rehabilitation (VR) agencies in 16 states. Designed to enable students to perform competitively as entry-level business application programmers, the typical project is a cooperative effort involving the joint efforts of the state VR agency, a business advisory committee, and a local training activity site staffed by a qualified programming instructor. Despite the fact that these training courses will last for only nine or ten months, those individuals participating in them should gain skills that are commensurate with those of individuals graduating with degrees in computer science. The reason behind the effectiveness of the IBM program is the fact that the individual projects are staffed by a community-based group of people, representing usually unrelated fields of activity, who form a team in which each member provides his or her expertise to make a unique contribution to the provision of job-oriented training for severely handicapped individuals. (MN)

ED 241 682 **CE 038 317**

Strong, Merle E.
Research Problems Unique to Industrial Education.

Pub Date—Dec 83
Note—10p.; Paper presented at the American Vocational Association Convention (Anaheim, CA, December 2-6, 1983).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, Curriculum, Educational Assessment, Educational Change, Educational Needs, Educational Objectives, *Educational Research, *Industrial Training, Instructional Design, *Needs Assessment, Postsecondary Education, Program Evaluation, *Research Needs, *Research Problems, Teaching Methods, *Vocational Education

Based on a review of the literature on industrial education as well as on comments elicited from industrial educators, it does not appear that the topics for research in industrial education have changed much throughout the years. What has changed, however, is the context in which industrial educators operate. In light of these changes, it would appear that an agenda of topics for research on industrial education should include the following broad areas: curriculum, evaluation, support of basics, instructional organization, and instructional methods. While the topic "curriculum" is broad and contains many studies using many kinds of methodology, it would seem that a significant number of studies need to be qualitative as opposed to quantitative in nature. As the movement to establish greater quality and rigor in educational programs gains momentum, the whole area of evaluation research will become increasingly important. Included among the many topics requiring research in the broad areas of instructional organization and methods are the characteristics of successful schools, ways to maximize the efficient and effective use of computer hardware in instruction, and strategies for developing and enhancing linkages between the business and educational sectors. (MN)

ED 241 683 **CE 038 318**

Johnson, Diane E.
Formatting Business Reports. Instructor's Guide. Student Activity Packet. Office Occupations.
 East Texas State Univ., Commerce. Occupational Curriculum Lab.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—83
Note—73p.; For related documents, see ED 222 722-730, ED 222 779, ED 226 162-163, ED 230 793-794, and CE 038 319-324.

Available from—Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Order No. BO-155-AVS: \$40.00 for complete training package, including collateral slide-

tape presentation).
Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Audiovisual Instruction, Behavioral Objectives, *Business Communication, *Business Education, *Business English, Classroom Techniques, Evaluation Criteria, Guidelines, Learning Activities, Learning Modules, *Office Occupations Education, *Reports, Secondary Education, Student Evaluation, Teaching Methods, *Technical Writing, Writing (Composition)

This training package, one in a series of instructional modules consisting of an instructor's guide and a student activity packet, deals with formatting business reports. Included in the instructor's guide are general directions for implementing the presentation; a detailed guide for teaching the lesson that includes performance objectives, suggestions for discussion, optional student activities, suggested evaluation criteria, keys to the activities, and a narrative script for use with a separate slide/tape presentation (audiovisual material not included here); and a list of references. The student activity packet consists of an introduction; a list of performance objectives; a list of materials; a student checklist; and sample letters, reports, abstracts, survey instruments, and tabulations of survey results. (MN)

ED 241 684 **CE 038 319**

Johnson, Diane E.
Office Reprographics. Instructor's Guide. Student Activity Packet. Office Occupations.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—83
Note—57p.; For related documents, see ED 222 722-730, ED 222 779, ED 226 162-163, ED 230 793-794, and CE 038 318-324.

Available from—Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Order No. BO-157-AVS: \$40.00 for complete training package, including collateral slide/tape presentation).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Audiovisual Instruction, Behavioral Objectives, *Business Education, Classroom Techniques, Evaluation Criteria, Guidelines, Learning Activities, Learning Modules, Office Machines, *Office Occupations Education, *Reprography, Secondary Education, Student Evaluation, Teaching Methods

This training package, one in a series of instructional modules consisting of an instructor's guide and a student activity packet, deals with office reprographics. Included in the instructor's guide are general directions for implementing the presentation; a detailed guide for teaching the lesson that includes performance objectives, suggestions for discussion, optional student activities, suggested evaluation criteria, keys to the activities, and a narrative script for use with a separate slide/tape presentation (audiovisual material not included here); and a list of references. The student activity packet consists of an introduction; a list of performance objectives; a list of materials; directions for using the packet; a student checklist; resource sheets dealing with comparing selected reprographic methods and preparing spirit, stencil, direct-image paper offset, and cut and paste masters; and activity sheets covering these same topics. (MN)

ED 241 685 **CE 038 320**

Johnson, Diane E.
Managing the Office Environment. Instructor's Guide. Student Activity Packet. Office Occupations.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—Aug 83
Note—43p.; For related documents, see ED 222 722-730, ED 222 779, ED 226 162-163, ED 230 793-794, and CE 038 318-324.

Available from—Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Order No. BO-156-AVS: \$36.00 for com-

plete training package, including collateral slide/tape presentation).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Audiovisual Instruction, Behavioral Objectives, *Business Education, Classroom Techniques, Design Requirements, Evaluation Criteria, *Facility Planning, Facility Requirements, Guidelines, Learning Activities, Learning Modules, *Office Management, *Office Occupations Education, *Offices (Facilities), Secondary Education, Space Classification, *Spatial Relationship (Facilities), Student Evaluation, Teaching Methods

This training package, one in a series of instructional modules consisting of an instructor's guide and a student activity packet, deals with managing the office environment. Included in the instructor's guide are general directions for implementing the presentation; a detailed guide for teaching the lesson that includes performance objectives, suggestions for discussion, optional student activities, suggested evaluation criteria, keys to the activities, and a narrative script for use with a separate slide/tape presentation (audiovisual material not included here); and a list of references. The student activity packet contains an introduction, performance objectives, directions for using the packet, a student checklist, a resource sheet on office layout and space guidelines, and activity sheets covering planning guides and floor plans for an office suite. (MN)

ED 241 686 **CE 038 321**

Clark, Sue A. Johnson, Diane E.
Records Management. Instructor's Guide. Student Activity Packet. Office Occupations.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—83
Note—48p.; For related documents, see ED 222 722-730, ED 222 779, ED 226 162-163, ED 230 793-794, and CE 038 318-324.

Available from—Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Order No. BO-158-AVS: \$40.00 for complete training package, including collateral slide/tape presentation).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Audiovisual Instruction, Behavioral Objectives, *Business Education, Classroom Techniques, Evaluation Criteria, Guidelines, *Information Storage, Learning Activities, Learning Modules, Office Management, *Office Occupations Education, *Recordkeeping, *Records (Forms), Secondary Education, Student Evaluation, Teaching Methods

Identifiers—*Records Management

This training package, one in a series of instructional modules consisting of an instructor's guide and a student activity packet, deals with records management. Included in the instructor's guide are general directions for implementing the presentation; a detailed guide for teaching the lesson that includes performance objectives, suggestions for discussion, optional student activities, suggested evaluation criteria, keys to the activities, and a narrative script for use with a separate slide/tape presentation (audiovisual material not included here); and a list of references. The student activity packet contains an introduction, performance objectives, directions for using the packet, a student checklist, resource sheets containing pertinent terms and a records retention timetable, and four activity sheets. (MN)

ED 241 687 **CE 038 322**

Johnson, Diane E.
Math Skills for Business. Instructor's Guide. Student Activity Packet. Office Occupations.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—83
Note—70p.; For related documents, see ED 222 722-730, ED 222 779, ED 226 162-163, ED 230 793-794, and CE 038 318-324.

Available from—Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Order No. BO-159-AVS: \$40.00 for complete training package, including collateral slide/tape presentation).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Arithmetic, Audiovisual Instruction, Behavioral Objectives, *Business Education, Classroom Techniques, Evaluation Criteria, *Fractions, Guidelines, Learning Activities, Learning Modules, *Mathematics Skills, *Office Occupations Education, *Percentage, Secondary Education, Student Evaluation, Teaching Methods

Identifiers—*Business Mathematics

This training package, one in a series of instructional modules consisting of an instructor's guide and a student activity packet, deals with math skills for business. Included in the instructor's guide are general directions for implementing the presentation; a detailed guide for teaching the lesson that includes performance objectives, suggestions for discussion, optional student activities, suggested evaluation criteria, keys to the activities, and a narrative script for use with a separate slide/tape presentation (audiovisual material not included here); and a list of references. The student activity packet includes an introduction; performance objectives; directions for using the packet; a student check-sheet; resource sheets; and activity sheets covering fractions and percentages, purchase orders, invoices, and sales and commissions tallies. (MN)

ED 241 688

CE 038 323

Johnson, Diane E.

Managing the Office Employee. Instructor's Guide. Student Activity Packet. Office Occupations.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—Aug 83

Note—47p.; For related documents, see ED 222 722-730, ED 222 779, ED 226 162-163, ED 230 793-794, and CE 038 318-324.

Available from—Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Order No. BO-162-AVS: \$40.00 for complete training package, including collateral slide/tape presentation).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Audiovisual Instruction, Behavioral Objectives, *Business Education, Classroom Techniques, *Employer Employee Relationship, Guidelines, Learning Activities, Learning Modules, Occupational Information, *Office Management, *Office Occupations Education, Personnel Evaluation, *Personnel Management, Personnel Selection, Recruitment, Secondary Education, Student Evaluation, Teaching Methods

This training package, one in a series of instructional modules consisting of an instructor's guide and a student activity packet, deals with managing the office employee. Included in the instructor's guide are general directions for implementing the presentation; a detailed guide for teaching the lesson that includes performance objectives, suggestions for discussion, optional student activities, suggested evaluation criteria, keys to the activities, and a narrative script for use with a separate slide/tape presentation (audiovisual material not included here); and a list of references. The student activity packet includes an introduction; performance objectives; directions for using the packet; a student check-sheet; and resource and activity sheets covering job descriptions, help wanted advertisements, and evaluation documentation. (MN)

ED 241 689

CE 038 324

Johnson, Diane E.

Using Resources and References. Instructor's Guide. Student Activity Packet. Office Occupations.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—83

Note—58p.; For related documents, see ED 222 722-730, ED 222 779, ED 226 162-163, ED 230 793-794, and CE 038 318-323.

Available from—Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Order No. BO-160-AVS: \$40.00 for complete training package, including collateral slide/tape presentation).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Audiovisual Instruction, Behavioral Objectives, *Business Education, Classroom Techniques, Evaluation Criteria, Guidelines, *Information Sources, *Information Utilization, Learning Activities, Learning Modules, *Office Occupations Education, *Reference Materials, *Resource Materials, Search Strategies, Secondary Education, Student Evaluation, Teaching Methods

This training package, one in a series of instructional modules consisting of an instructor's guide and a student activity packet, deals with using resources and references. Included in the instructor's guide are general directions for implementing the presentation; a detailed guide for teaching the lesson that includes performance objectives, suggestions for discussion, optional student activities, suggested evaluation criteria, keys to the activities, and a narrative script for use with a separate slide/tape presentation (audiovisual material not included here); and a list of references. The student activity packet contains an introduction, performance objectives, directions for using the packet, a student check-sheet, and resource and activity sheets providing practice in the actual use of various reference and resource materials. (MN)

ED 241 690

CE 038 325

Hill, Pamela

The Stencil Duplicator. Teacher's Guide.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—82

Note—46p.

Available from—Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (complete training package, including collateral slide/tape presentation).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Audiovisual Aids, *Audiovisual Instruction, Behavioral Objectives, Classroom Techniques, Curriculum Guides, Definitions, *Disabilities, Guidelines, Job Skills, Models, *Office Machines, *Office Occupations, *Reprography, Secondary Education, Special Education, Student Evaluation, Typewriting

Identifiers—*Duplicating Equipment, *Special Needs Students

This audiovisual instructional package is designed for use with special needs students enrolled in vocational office education courses. Discussed first are steps that teachers should take first to prepare to teach the package and then actually to present the materials provided in it. The next few sections of the guide consist of lists of student prerequisite skills, student goals and objectives, and vocabulary terms. Provided next are transparency masters dealing with stencil packs, stencil guide marks, procedures for correcting a mistake on a stencil, and the parts of a stencil duplicator. Narratives are presented for use in implementing the slide/tape presentations covering typing on a stencil, correcting mistakes, and operating a stencil duplicator (audiovisual material not included here). Presented next is an evaluation model consisting of suggested notes to the student, a chart for typing a stencil and correcting mistakes, and a chart for operating a stencil duplicator. A list of references concludes the package. (MN)

ED 241 691

CE 038 347

Lewis, James P. Burrows, Robert T.

1976-80 Career Follow-Up of Secondary Vocational Completers in Pennsylvania.

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date—Jan 84

Note—95p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Education Work Relationship, Employment Experience, Employment Level, *Employment Patterns, Followup Studies, Graduate Surveys, *High School Graduates, High Schools, Job Placement, *Outcomes of Education, Program Effectiveness, Program Improvement, Unemployment, Vocational Education, *Vocational Schools, *Youth Employment

Identifiers—*Pennsylvania

This study was conducted to provide information on the educational and employment status of 1976-1980 vocational program completers in Pennsylvania. Results were based on a 59 percent return (2,669 persons) from selected area vocational-technical schools. The data were collected by mail from October 1982 to January 1983. Some of the findings were the following: (1) the unemployment rate for vocational completers was about one-fourth less than the rate for similar age group persons in the state in 1982; (2) about 25 percent of the completers are enrolled or have taken postsecondary training; about half of the training was related to the secondary vocational field of study; (3) most completers were employed close to where they were trained; (4) more than three-fourths of completers employed in their field of training felt their high school vocational programs gave them good to excellent preparation for their current jobs; (5) more than half of the completers were employed in jobs related to their fields of study and one-half of those who are employed in nonrelated jobs held a job in their field at one time; (6) high rates of placement in fields of study were related to extensive on-the-job training and apprenticeship opportunities; and (7) male vocational completers earn about \$4,000 more per year than female completers. Graduates recommended strongly that high school programs be strengthened to include more practical job training, better job placement, more cooperative programs, and better counseling before course selection. (Author/KC)

ED 241 692

CE 038 348

Kartan, Frank

Project Lead the Way (PL 94-482). Career Guidance Summer Workshop.

North Arlington School District, NJ.

Pub Date—15 Aug 83

Note—80p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Audiovisual Aids, Career Development, *Career Education, Curriculum Development, Educational Cooperation, *Educational Planning, *Fused Curriculum, Instructional Materials, *Interdisciplinary Approach, *Learning Activities, Program Descriptions, Program Development, *Program Implementation, Program Improvement, Secondary Education, Workshops

A workshop was conducted at North Arlington High School in the summer of 1983 to coordinate the school's expanded career education program, Project Lead the Way, which encompasses grades 8 through 11. During the workshop, teachers and counselors reviewed student evaluations of the past year's program; planned for the following year's program; and set up dates, schedules, materials, field trips, and speakers for the 1983-84 school year. This document contains descriptions of each of the components of Project Lead the Way, along with instructions for setting up workshops, and timetables and dates for the various activities to be scheduled for the programs. The programs are intended to be infused into English, mathematics, and other subject areas of the school's curriculum. (KC)

ED 241 693

CE 038 350

Welsh, Maureen

Characteristics and Career Choices of Adolescent

Girls. College Board Report No. 83-3.

College Entrance Examination Board, New York, N.Y.

Pub Date—83

Note—19p.

Available from—College Board Publications, Box 886, New York, NY 10101 (\$5.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Career Choice, Career Development, Educational Needs, Family Characteristics, Family Influence, *Females, Grade 9, *High School Freshmen, High Schools, Interests, Non-traditional Occupations, *Occupational Aspiration, Parent Background, School Attitudes,

*Student Attitudes, *Student Characteristics, Vocational Interests, Womens Education, Work Attitudes

This study was conducted (1) to identify the personal characteristics and career choices of ninth grade girls; (2) to isolate any personal characteristics of the girls that are associated with their career choices and that distinguish them from girls in other career groups; and (3) to detect any characteristics of their parents and of their schools that are associated with their career choices and that distinguish them from girls in other career groups. The student population consisted of 852 ninth grade girls at selected high schools within the Middle States region; the schools differed in size, location, control, ethnic composition, and percentage of graduates pursuing further education. Data were gathered by questionnaires administered at the schools and analyzed by multiple discriminant analysis. The results revealed able, motivated adolescent girls seeking academic planning, achievement opportunities, and support services. The largest number of girls selected health and medical careers, followed by those who chose the social sciences and related areas. The young women thought that it is more important to learn personal and interpersonal skills and to prepare for careers than to acquire academic competencies. They placed the greatest value on personal happiness. The study indicated that adolescent female students need academic, achievement, cocurricular accomplishment, and career exploration to help them achieve their objectives. (KC)

ED 241 694 CE 038 353

Adult Literacy Education Program. New York State Participant Data 1981-1982.

New York State Education Dept., Albany. Bureau of Curriculum Development.; New York State Education Dept., Albany. Div. of Continuing Education.

Pub Date—83

Note—22p.; Photographs will not reproduce well. For a related document, see ED 217 203.

Pub Type—Numerical/Quantitative Data (110) — Reports — General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Basic Education, *Adult Education, *Adult Literacy, Adult Programs, *Adult Students, Cost Effectiveness, Educational Benefits, Educational Demand, Educational Needs, Enrollment, Enrollment Trends, *Literacy Education, Outcomes of Education, *Participant Characteristics, Participation, Program Costs, Program Effectiveness, State Programs, Student Characteristics, Student Educational Objectives

Identifiers—*Adult Literacy Education Program, New York, Participatory Research

An examination of data pertaining to the participation of adult residents of New York in the Adult Literacy Education Program during 1981-82 revealed that many of the 85,400 adults served by the program moved from being illiterate and unemployed or on welfare to being employed and independent of public assistance. The majority of those participating in the program were female Caucasians between the ages of 16 and 24 who had attained a 5.0 to an 8.9 grade education. Among those participating in the program, 10,870 received high school equivalency diplomas, 1,791 went on to post-secondary education, and 6,195 went on to further educational training. With respect to social development, 512 became United States citizens and 1,584 registered to vote for the first time. Of those completing the program, 21 percent (7,549 students) upgraded their jobs or received a salary increase. In all, 4,567 program participants found jobs. Analysis of the actual tax dollars spent on the program as opposed to the tax dollars realized because of the increased earnings of the program participants indicated that the program resulted in a net gain of \$5,781,044. At present, approximately 20,450 adults are waiting to enter an adult literacy program in the state of New York. (MN)

ED 241 695 CE 038 362

Jones, Jimmie L. Entomology Specialist 1-1. Military Curriculum Materials for Vocational and Technical Education.

Air Force Training Command, Sheppard AFB, Tex.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—77

Note—644p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF03/PC26 Plus Postage.

Descriptors—Behavioral Objectives, Course Content, Disease Control, *Entomology, Environmental Standards, *Equipment, First Aid, Hand Tools, Herbicides, High Schools, Individualized Instruction, Insecticides, *Job Skills, Job Training, Learning Activities, *Occupational Information, Occupational Safety and Health, *Pesticides, *Pests, Postsecondary Education, Programmed Instructional Materials, Rats, Supervision, Technical Education, Test Items, Vocational Education, Workbooks

Identifiers—Military Curriculum Project

This individualized, self-paced course for training an entomology specialist was adapted from military curriculum materials for use in vocational and technical education. Completion of the course should provide students with basic information needed to accomplish the following duties of an entomology specialist: perform entomological work, apply toxic pesticides, perform control operations and preventive operations, operate and calibrate dispersal and safety equipment, maintain tools and equipment, and supervise entomology personnel. The document consists of a student workbook with objectives, assignments, review exercises and answers, volume review exercises, and a test. The workbook consists of six volumes. The first volume introduces pest management and safety, while the second contains information about pesticides and the environment and pesticide dispersal equipment. In the third volume, pests carried by domestic animals are discussed, while in the fourth household pests such as spiders and reptiles are examined. The final chapters provide information on the collection, identification, and control of economic pests (such as stored product pests, structural pests, and ornamental and turf pests) and vertebrate and vegetative pests (rodents, bats, birds, aquatic plants, grasses, and herbaceous broadleaf plants). The course is intended for use in a laboratory or on-the-job learning situation. (KC)

ED 241 696 CE 038 368

Vitzthum, Edward F. And Others. Assessing Pesticide Impact on Human Health in Nebraska: A Survey of Ambulance Services and Rescue Squads. Department Report No. 7.

Nebraska Univ., Lincoln. Inst. of Agriculture and Natural Resources.; Nebraska Univ. Medical Center, Omaha.

Spons Agency—Department of Agriculture, Washington, D.C.

Pub Date—Jan 84

Note—41p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Allied Health Occupations Education, Certification, Educational Attainment, *Educational Needs, *Emergency Medical Technicians, *Employment Qualifications, Inservice Education, Job Performance, Job Skills, Medical Services, Occupational Information, *Pesticides, *Poisoning, Poisons, Questionnaires, State Surveys

Identifiers—Chemicals, *Nebraska

A study examined the employment qualifications, job content, training, and training needs of ambulance service and rescue squad workers in Nebraska. Based on the 268 mail questionnaires that were completed and returned out of a total of 338 sent out, it was concluded that the strengths of the various ambulance and rescue services vary widely. The majority of the services had 75 percent or more of their driver and attendant personnel certified, but only about 41 percent had all certified personnel. Reports of the average amount of training and handling of chemical trauma and pesticide poisoning cases ranged from none to three or four hours. The certification training program available for these workers covers poisonings of all types in approximately three hours. More than one-third of all respondents reported no inservice training on chemical trauma and pesticide poisonings in the past three years. A substantial majority of the respondents did say that their personnel would be likely to participate in such an inservice training program if it were available. Based on these findings, recommendations were made calling for the Nebraska State Department of Health to work together with the University of Nebraska Medical Center and the Cooperative Extension Service to develop an inservice program for rescue squad workers dealing with chemical trauma and pesticide poisoning emergencies. (MN)

ED 241 697 CE 038 370

Hirsch, E. D., Jr.

Cultural Literacy.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 84

Note—12p.; Paper presented at the National Adult Literacy Conference (Washington, DC, January 19-20, 1984). For other conference papers, see ED 240 287-390 and CE 038 371.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Cultural Awareness, *Cultural Background, *Cultural Context, Definitions, Disadvantaged, *Educational Needs, *Educational Philosophy, *Literacy Education, Policy Formation, Program Improvement, Skill Development

Identifiers—Cultural Literacy, *National Adult Literacy Project

Adult literacy is more than a condition of acquiring a set number of linguistic skills. Persons may know phonics and be able to decode simple readings perfectly; they may even know the meaning of many vocabulary words, but they still may be culturally illiterate. Cultural literacy demands more than mere linguistic skills; it demands participation in and knowledge about a shared body of knowledge, a knowledge of the culture of the country. Knowledge of this body of ideas and history is assumed by writers of everything from training manuals to newspapers, yet many adults do not possess this knowledge. At present, teaching this information is not easy, because there is no national consensus on what the shared body of knowledge, the shared cultural background, should contain. Therefore, raising the level of adult literacy requires more than money and teaching skills. It requires decisive leadership that will define what every adult should know so the information can be taught. When the cultural content is determined, when we have decided what a citizen has to know to be literate in the 1980s, then adult literacy, "cultural literacy," can be achieved. (KC)

ED 241 698 CE 038 371

Delker, Paul V.

State of the Art in Adult Basic Education.

Office of Vocational and Adult Education (ED), Washington, DC. Div. of National Vocational Programs.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 84

Note—28p.; Paper presented at the National Adult Literacy Conference (Washington, DC, January 19-20, 1984). For other conference papers, see ED 240 287-390 and CE 038 370.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Basic Education, *Adult Students, English (Second Language), Federal Legislation, Federal Programs, Individualized Instruction, Outcomes of Education, *Program Effectiveness, State Programs, *Student Characteristics, *Teaching Methods

Identifiers—*Adult Education Act 1978, *National Adult Literacy Project

A study was conducted to determine the state of the art in adult basic educational programs funded by the state-administered programs of the Adult Education Act (Public Law 91-230). Data for the study were gathered through mail surveys of state educational agency directors of adult education (100 percent), a random sample of 420 local directors of adult education, plus on-site visits to randomly selected local projects that included interviews with project directors, randomly selected teachers, representatives of community agencies, and students. The study clarified the fact that the act supports not a single, uniform program but three distinct programs: adult basic education (ABE), adult secondary education (ASE), and English as a second language (ESL). The study found that adults who participated in adult basic education were relatively young with diverse ethnicity and that women outnumbered men. Students were most likely to be seeking a secondary school equivalency degree or proficiency in the English language. The study also found that programs cover diverse subjects and use a vast array of learning formats, methods, and techniques. Individualized instruction was the dominant approach in adult basic and secondary education, while a combination of group and individualized instruction was dominant in English-as-a-

second-language programs. Competency-based educational techniques were also popular. The study found that about 40,000 instructors taught adult education, most of them part-time and that most of them had more than three years of experience in teaching adults. The study concluded that the projects had been successful and that, for the future, programs should be more clearly targeted for helping local projects serve the population groups. (KC)

ED 241 699 CE 038 373

Dougherty, Barbara, Ed. Novak, Jan, Ed.
Basic Skills Improvement. A Handbook for Reading, Math, Writing, and Oral Communication.
Wisconsin Univ., Madison. Vocational Studies Center.

Spons Agency—Governor's Employment and Training Office, Madison, Wis.

Pub Date—Jan 83

Grant—GLAD-83-968

Note—500p.; For related documents, see CE 038 374-376.

Available from—Publications Unit, Vocational Studies Center, University of Wisconsin, 265 Educational Sciences Bldg., 1025 West Johnson Street, Madison, WI 53706 (BSI 104-\$27.00).

Pub Type—Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Basic Education, *Basic Skills, Computer Assisted Instruction, *Educationally Disadvantaged, Elementary Secondary Education, *Improvement Programs, Mathematics Skills, Microcomputers, *Program Development, Program Evaluation, Reading Improvement, Reading Skills, *Skill Development, Speech Improvement, Speech Skills, Writing Skills

Intended for educators and program planners, this guide provides program information and planning ideas for maximizing opportunities to increase the basic skills of undereducated children, youth, and adults. It is suitable for use by those with or without expertise in the basic skills areas of reading, math, writing, and oral communication. Organized around issues, concerns, and questions raised by those working with educationally disadvantaged persons, the handbook contains selected articles, newsletters, papers, and other writings. The handbook focuses on basic skills improvement: a statement of the problem, defining basic skills and standards for basic skills programs, program planning, characteristics of improvement programs that work, coordinating basic skills improvement efforts, program evaluation, improving basic skills in the classroom, microcomputers and basic skills instruction, and basic skills improvement. A final section on selected basic skills improvement programs contains references representing two categories: those that describe selected basic skills improvement programs and those for use in planning and operating basic skills improvement programs. (YLB)

ED 241 700 CE 038 374

Dougherty, Barbara, Ed. Novak, Jan, Ed.
Improving Basic Skills: Volume I-A Collection of Wisconsin Programs for Improving the Basic Skills of Undereducated Youth and Adults.

Wisconsin Univ., Madison. Vocational Studies Center.

Spons Agency—Governor's Employment and Training Office, Madison, Wis.

Pub Date—Sep 82

Grant—GLAD-82-969

Note—207p.; For related documents, see CE 038 373-376.

Available from—Publications Unit, Vocational Studies Center, University of Wisconsin, 265 Educational Sciences Bldg., 1025 West Johnson Street, Madison, WI 53706 (BSI 101-\$10.00).

Pub Type—Guides - Non-Classroom (055) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Basic Education, Adult Literacy, *Basic Skills, College Programs, Correctional Education, Elementary Secondary Education, Federal Programs, *Improvement Programs, Literacy Education, Postsecondary Education, Program Descriptions, *Program Implementation, *Remedial Programs, *Skill Development, State Programs

Identifiers—*Wisconsin, Wisconsin Youth Initiative

This publication describes many of the basic skills improvement programs and activities ongoing in the

state of Wisconsin. The efforts included were identified through a statewide survey in which administrators and staff members of the programs provided the information included in this volume. Programs described are grouped in the following categories: K-12 public school districts; vocational, technical, and adult educational districts; agencies funded by the Comprehensive Employment and Training Act (CETA); correctional institutions; University of Wisconsin system; private colleges and universities; literacy programs; and the Wisconsin Youth Initiative. For each program, information on sponsor, skills addressed, target audience, funding sources, and other information is given, along with a brief description of the program and the name and address of a person to contact for further information. (KC)

ED 241 701 CE 038 375

Dougherty, Barbara, Ed. Novak, Jan, Ed.
Improving Basic Skills: Volume II-A Collection of National Programs and Resources for Improving the Basic Skills of Undereducated Youth and Adults.

Wisconsin Univ., Madison. Vocational Studies Center.

Spons Agency—Governor's Employment and Training Office, Madison, Wis.

Pub Date—Sep 82

Grant—GLAD-82-969

Note—392p.; For related documents, see CE 038 373-376. Portions may be marginally legible.

Available from—Publications Unit, Vocational Studies Center, University of Wisconsin, 265 Educational Sciences Bldg., 1025 West Johnson Street, Madison, WI 53706 (BSI 102-\$15.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Basic Education, Adult Literacy, *Basic Skills, *Educational Resources, Elementary Secondary Education, Functional Literacy, *Improvement Programs, Instructional Materials, Literacy Education, Mathematics Instruction, *National Programs, Organizations (Groups), Program Descriptions, Program Effectiveness, Program Implementation, Reading Instruction, *Remedial Programs, *Skill Development, State Programs

Identifiers—National Diffusion Network, Wisconsin

This publication describes basic skills improvement programs and activities ongoing throughout the United States. The guide is organized into two sections. The first section contains program descriptions and hands-on materials from 25 elementary and secondary programs across the nation that have been selected for inclusion in the National Diffusion Network (NDN). (NDN is an organization of primarily school-based programs that have been approved for nationwide dissemination by the federal Joint Dissemination Review Panel.) The program descriptions have been excerpted from "Educational Programs That Work," a catalog prepared for the NDN/Department of Education. For each program described, the following information is provided: target audience, description, evidence of effectiveness, implementation requirements, services available, and contact person's name, address, and telephone number. In addition, materials used in the programs are included. The second section contains a collection of information on national organizations that are working toward combating functional illiteracy among adults. A description of services provided, available resources, and sample materials are included for selected organizations. (KC)

ED 241 702 CE 038 376

Dougherty, Barbara, Ed. Novak, Jan, Ed.
Improving Basic Skills: Volume III-A Collection of Programs and Resources Selected for the Governor's Conference on Basic Skills (Madison, Wisconsin, December 1981).

Wisconsin Univ., Madison. Vocational Studies Center.

Spons Agency—Governor's Employment and Training Office, Madison, Wis.

Pub Date—Sep 82

Grant—GLAD-82-969

Note—364p.; For related documents, see CE 038 373-375.

Available from—Publications Unit, Vocational Studies Center, University of Wisconsin, 265 Educational Sciences Bldg., 1025 West Johnson Street, Madison, WI 53706 (BSI 103-\$15.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Basic Education, Adult Literacy, *Basic Skills, Computer Oriented Programs, Educationally Disadvantaged, *Educational Resources, Elementary Secondary Education, English (Second Language), Functional Literacy, *Improvement Programs, Instructional Materials, Literacy Education, Mathematics Instruction, Program Descriptions, Program Effectiveness, Program Implementation, Reading Instruction, *Remedial Programs, Second Language Instruction, Skill Development, *State Programs

Identifiers—*Wisconsin

This publication presents information on 53 basic skills programs in Wisconsin that were identified as successful by the planning committee for the Governor's Conference on Basic Skills. Programs focus on mathematics, reading, writing, computer-assisted instruction, basic skills approaches, learning centers, career education, adult literacy, nontraditional schools, and language experience approaches, among other topics. For each project, the following information is provided: contact person's name, address, and telephone number; type of agency; subject area; location; description of program; goals; specific services; duration of program; anticipated outcomes/evaluation; replication potential; coordination efforts; unique/successful characteristics; and additional information. In addition to program descriptions, resources and materials used with the programs are included when made available by program staff. (KC)

ED 241 703 CE 038 406

Schaeffer, Earl R. Shannon, Theodore P.
A Follow-up Study of Vocational Education Graduates from the Ohio Central School System during Fiscal Year 1979. Final Report.

Pub Date—Jul 83

Note—37p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Correctional Education, *Education Work Relationship, Employment Level, *Employment Patterns, Followup Studies, Graduate Surveys, *Outcomes of Education, Postsecondary Education, *Prisoners, Program Effectiveness, School Districts, Secondary Education, State Surveys, *Vocational Education, Vocational Followup

Identifiers—*Ohio Central School System

A study was conducted to gather follow-up data on inmates who were graduated from vocational education programs in the Ohio Central School System in 1979. During the study, researchers examined the parole records of 650 inmates who successfully completed and were graduated from vocational programs in seven penal institutions in the school system. Based on usable information that was gathered concerning 589 of the 650 cases, it was determined that 73 percent of the graduates were employed. Seventy percent of those who found employment in their field of training were characterized as maintaining steady employment; only 43 percent of those employed in jobs other than for which they had been prepared in prison managed to maintain any steady pattern of employment. Overall, 75 percent of the graduates achieved final release from parole. Based on these findings, it was concluded that vocational education appears to have a positive effect on the employability of paroled inmates. In addition, vocational graduates seem to demonstrate a low incidence of returning to prison while on parole. (MN)

ED 241 704 CE 038 410

Doerbecker, Carl L. Hake, Barry J.
Educational Needs Research and Mobilizing Strategies in Adult Education.

State Univ. of Groningen (Netherlands); State Univ. of Leiden (Netherlands).

Pub Date—Aug 80

Note—29p.; For a related document, see CE 038 411.

Pub Type—Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Education, Adults, *Educational Demand, Educational Needs, *Educational Research, Foreign Countries, *Motivation, Needs Assessment, *Participation

Identifiers—*Mobilization, *Netherlands

Research knowledge and reflections about efforts to mobilize participation have been developed in the

Netherlands. Research into educational motivations has suggested nine independent motivations among adult learners that can be grouped into three general categories: intrinsic, extrinsic, and conditional educational motivations. An attempt has been made to develop a category system that distinguishes five categories in terms of the educational awareness: active loyalists, active radicals, nonactive, nonactive, and the passive. A relationship has been suggested between an adult's educational awareness and participation in adult education. In the Netherlands, where needs assessment is a required part of educational planning at the local level, a distinction between subjective and objective needs has evolved. Practical problems involved with measuring subjective needs have included limited knowledge of target groups and adults' bad predictions of their own future behavior. Three generic strategies have been used for the mobilization of effective educational demand: information and guidance, outreach, and educational development work. The research has seemed to suggest the neo-active as the new target group for adult education in policy developments. (YLB)

ED 241 705 CE 038 411

Hake, Barry

Needs Research and Adult Education Policy: A Critical Appraisal of Local Educational Planning in The Netherlands.

State Univ. of Leiden (Netherlands).

Pub Date—Mar 83

Note—41p.; For a related document, see CE 038 410.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Education, *Educational Needs, *Educational Planning, Foreign Countries, *Needs Assessment, Social Science Research, *Welfare Services

Identifiers—*Netherlands

This article explores a number of the problems associated with the use of the concept of "need" in social welfare provisions in general and adult education in particular. A number of general patterns in the use of the need concept are indicated on the basis of a review of the adult education literature. A distinction is made between usages in the areas of policy-making, the practice of adult education, and research. The focus next is on the use of the notion of need in arguments for decentralization of social welfare provision and adult education in the Netherlands. The policy context is central to this exploration of need. The use of the need concept in arriving at assessments of educational needs of a local population is then examined. This discussion is placed firmly in the context of needs research and the difficulties involved in arriving at objective measures of educational need. A critique of needs assessment is related to the broader issues emerging from experience with democratic welfare planning at the local level. Finally, a number of observations are made about approaches to the need concept in social research. (YLB)

ED 241 706 CE 038 412

Both, Heili And Others

Some Developments in Activation Strategies in Adult Education and Community Work at the Neighbourhood Level. A Report of a Visit to Projects in the I.L.E.A. over 5-11 May, 1980.

State Univ. of Leiden (Netherlands).

Pub Date—Nov 80

Note—35p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Education, Adult Counseling, *Adult Education, Adult Programs, *Community Action, Community Services, *Counseling Services, Educational Needs, Educational Research, Foreign Countries, *Motivation, Needs Assessment, *Outreach Programs, *Participation

Identifiers—*England (London)

A study visit was made to four adult education and community work projects in the London area. The agencies visited provided the opportunity to view outreach activities in a wide variety of organizational settings, varying from statutory educational work provided by local authorities under legal requirements to voluntary community work agencies dependent upon political goodwill for their financing at the local authority level. The projects represented four approaches to outreach work: access through lowering barriers to participation, advocacy on behalf of unmet needs, community outreach to

the unorganized, and community action supporting semi- and organized community groups. Information from the study visit indicated that social and political considerations basic to the development of outreach included concern for a more equitable distribution of educational and welfare resources, a questioning of more traditional approaches to recruitment in adult education, and an increased concern for action research. Social educational assumptions were that outreach work is regarded as redistributive interventions guided by positive discrimination and involved consciousness raising about educational opportunities among individuals and groups. Approaches to outreach work differed in their definitions of the target groups and working methods. (YLB)

ED 241 707 CE 038 413

Hake, Barry

Developments and Issues in Dutch Adult Education Policy.

State Univ. of Leiden (Netherlands).

Pub Date—Nov 80

Note—29p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Education, *Advisory Committees, Community Education, *Demonstration Programs, Educational History, *Educational Policy, Federal Government, Foreign Countries, Literacy Education, Nonformal Education, *Nonschool Educational Programs

Identifiers—*Netherlands

The three areas of educational activity recognized by the Dutch have developed historically into distinct and separate institutionalized sectors for educational provision for adults. These areas are knowledge-based, skill-based, and value-based. Each is the responsibility of a different governmental department and cabinet minister. Educational provision has also been influenced by the social cleavages between Roman Catholics, Protestants, and secularists. The 1970s have been a decade of advisory committees, initiatives, official experiments, and policy discussions. The three ministries involved in adult education have appointed committees to study open schools, local educational networks, open universities, and paid educational leave. Results of these committees include open school projects and 12 developmental projects to enhance further educational networks. Grassroots projects have emerged as the source of adult basic education, literacy work, discussion groups, consciousness-raising activities, refresher courses, new horizon activities for women, educational work with cultural minorities, and activities for the long-term unemployed. Three options regarding adult education seem to be available to the government: integrated, incremental, and limited policies. The emerging project policy covers the Open School Projects, experiments with local educational networks, literacy work, educational work with cultural minorities, and pre-retirement courses. (YLB)

ED 241 708 CE 038 414

Scully, Marie C.

Linking Community College and Company-Specific Training Needs.

Pub Date—Dec 83

Note—10p.; Paper presented at the American Vocational Association Convention (Anaheim, CA, December 2-6, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Articulation (Education), Community Colleges, Cooperative Planning, *Educational Cooperation, Educational Needs, Educational Planning, Educational Practices, Energy Occupations, *Job Training, *Linking Agents, *Nuclear Power Plant Technicians, Postsecondary Education, Program Development, Program Implementation, Relevance (Education), *School Business Relationship, *Technical Education

Identifiers—Saddleback Community College CA, *Southern California Edison Company

The Nuclear Training Division of Southern California Edison (SCE) has investigated, developed, and administered several college-level programs in order to enhance the training and education of personnel assigned to the San Onofre Nuclear Generating Station. Designed to upgrade current nuclear personnel and also to maintain positive community relations, the programs range from no-credit to degree programs. One of these SCE programs is the

nuclear plant equipment operator training program at Saddleback Community College. Each of the 19 students enrolled in the first class received full reimbursement for their fees for three semesters as well as money for supplies and for weekly living expenses. The students were neither employees of, nor in any way obligated to, SCE. The only stipulation was that they maintain a 3.0 grade average. In all, the program enrollees had to complete three semesters of courses in areas such as speech communication, American government, chemistry, economics, algebra, and trigonometry before they were hired as SCE employees as well as additional training after they were hired in areas such as physics, power plant fundamentals, and instrumentation and control theory. Despite the fact that they were not obligated to do so, 18 of the original 19 program completers accepted employment with SCE. (MN)

ED 241 709 CE 038 417

Pleasant, Gregory R.

Factors Influencing Functional Literacy Performance among Adult Basic Education Students.

Pub Date—5 Apr 84

Note—13p.; Paper presented at the Joint Conference of the Commission on Adult Basic Education, the Maryland Association for Adult, Community, and Continuing Education, and the Maryland Department of Education (Baltimore, MD, April 5, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Basic Education, Adult Literacy, *Adult Students, Age, *Background, Educational Background, Educational Experience, Educational Research, *Environmental Influences, *Functional Literacy, Influences, *Intelligence, Performance

A comprehensive profile of the adult learner and his or her literacy performance was educed by examining factors that are manifestations of both the formal school experience and the environment. Multiple regression analysis was used to determine the tenability of 10 research hypotheses that each included one of the 10 literacy subtests of the Adult Performance Level Assessment. A secondary analysis was performed across sex and race subgroups to determine if the hypotheses were valid for those groups. Data were collected using four instruments: a demographic questionnaire, the Adult Performance Level Assessment, the Wesman Personnel Classification Test, and the Moos Family Environment Scale. The final sample was comprised of 76 adult basic education students attending a four-week summer school session in Montgomery county, Maryland. Four hypotheses involving literacy performance in community resources, consumer economics, government and law, and identification of facts and terms were accepted. The secondary analysis revealed that the selected factors had a differential influence on literacy performance for sex subgroups but not for race subgroups. The most important finding was that the environmental perceptions significantly influenced each of the 10 performance subtests. (Author/YLB)

ED 241 710 CE 038 418

Russell, Russ

Further Education and Industrial Training in England and Wales. Comparative Papers in Further Education, Number Twelve.

Further Education Staff Coll., Bgldon (England). Report No.—ISBN-0-907659-27-6

Pub Date—84

Note—62p.; For related documents, see ED 240 242-249

Available from—Publications, Further Education Staff College, Coombe Lodge, Bgldon, Bristol BS18 6RG United Kingdom.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adult Education, College Programs, *Continuing Education, Decision Making, *Educational Objectives, Educational Philosophy, Educational Planning, *Educational Practices, Financial Support, Foreign Countries, Government School Relationship, *Industrial Training, Postsecondary Education, Program Content, Program Descriptions, School Districts, Secondary Education, Teacher Qualifications

Identifiers—*England, *Wales

This report describes the nature and scope of further education and industrial training in England and Wales. Examined in a discussion of the United Kingdom educational system are funding, the rela-

tionship between school and government, school inspections, and curriculum and research bodies. The next section is devoted to changes that have occurred in public and private elementary and secondary education in the United Kingdom between the years 1966 and 1976. Covered in the remaining seven chapters of the report are further education, further education examinations, industrial training, the Further Education Unit (FEU), the university system, adult education, and teacher qualifications. Appendices to the report include a discussion of further education and industrial training in Wales, an outline of procedures for decision making at three levels, enrollment statistics, a glossary, and a bibliography. (MN)

ED 241 711 CE 038 419

Owens, Thomas R. Crohn, Leslie

Designing Excellence in Secondary Vocational Education: Applications of Principles from Effective Schooling and Successful Business Practices. Research Summary Report.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 83

Contract—400-83-0005

Note—79p.

Pub Type—Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Business, Educational Assessment, Educational Improvement, Educational Needs, *Educational Practices, Educational Research, Educational Strategies, Evaluation Criteria, *Instructional Improvement, Program Design, Program Evaluation, *Program Improvement, Relevance (Education), Research Methodology, Research Needs, Research Utilization, *School Effectiveness, Secondary Education, Success, *Vocational Education

Two sets of research findings are available that may provide a sound base for conducting vocational education research leading to systematic program improvement and to the attainment of excellence in education. The first is effective schooling research and the second concerns principles used by successful businesses in the United States. An examination of some of the major effective school research studies conducted in the past four years suggests a number of possibilities for similar research in the area of vocational education. For example, researchers could design effective school studies to identify the differences in educational practices that account for differences in observed outcomes. Also in need of examination are students' attitudes towards vocational and academic curricula. A third broad feature related to studies of effective schools is the emphasis on collecting and applying research findings to help districts and schools improve their effectiveness. Also supplying proposed future directions for research to improve vocational education are principles of excellence that have recently been identified in a multi-year study focusing on 62 of America's best-run companies. Included among these principles are the following: willingness to experiment and take risks, attention to customer needs, autonomy to foster innovation, productivity through people, flexible staffing with flatter hierarchies, and coexistence of central direction and maximum autonomy of work units. (MN)

ED 241 712 CE 038 424

Oregon Agriculture III Curriculum Guide.

Oregon State Univ., Corvallis. Dept. of Agricultural Education.

Spons Agency—Oregon State Dept. of Education, Salem.

Pub Date—83

Note—1,421p.; For related documents, see ED 205 726 and ED 232 031.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF11/PC07 Plus Postage.

Descriptors—*Agricultural Education, Agricultural Machinery, *Agricultural Production, *Agricultural Skills, Agriculture, Agronomy, Animal Husbandry, Electricity, Electric Motors, *Farm Management, Food, Guidelines, Hand Tools, Job Application, Landscaping, Land Use, Plumbing, Recordkeeping, Secondary Education, Speech Skills, State Curriculum Guides, *Vocational Education, Welding

Identifiers—Bees, Oregon

This curriculum package is designed to be used as a guide for vocational agricultural teachers to use in

preparing a third-year curriculum to meet local community or regional needs. The introductory section of the guide is a teacher orientation that covers such topics as the use of these curriculum materials with disadvantaged and handicapped students, guidelines for minimizing sex bias in vocational agricultural classes, suggested planning strategies, the objectives of the course, the validation of the materials, and the content of a four-year agricultural course. Addressed in the individual sections of the course are the following topics: land management and survey, animal science, electricity and electric motors, plumbing, informative speaking, applications, repair welding, tillage and planting equipment, meats, berry production, grass seed production, nursery production, landscape design, Christmas tree production, range management, harvesting equipment, bees, and chainsaws. Each unit contains some or all of the following: a teacher's guide, objectives, an instructional text, a summary, guidelines for presenting the unit, a list of necessary teaching aids, student activities, and a list of references. (MN)

ED 241 713 CE 038 426

Owens, Thomas R.

Survey Findings of Oregon Employers' Attitudes Regarding Vocational Education and Employment Training Programs.

Northwest Regional Educational Lab., Portland, Oreg.; Washington County Education Service District, Portland, OR.

Spons Agency—Oregon State Dept. of Education, Salem.

Pub Date—Feb 84

Note—72p.; For a related document, see ED 239 046.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Educational Attitudes, *Educational Benefits, Educational Cooperation, *Educational Needs, *Employer Attitudes, Needs Assessment, Outcomes of Education, Postsecondary Education, Program Effectiveness, Questionnaires, *Relevance (Education), School Business Relationship, Secondary Education, State Surveys, *Vocational Education

A study examined the attitudes of Oregon employers toward vocational education and employment and training programs in the state. During the study, researchers conducted interviews with representatives of the 10 largest companies in Oregon and mailed surveys to a random sample of approximately 1,500 employers as well as to 140 employers who were nominated by community colleges throughout the state as employing the largest number of vocational education completers. The majority of those employers interviewed were most satisfied with new employees who had vocational training from community colleges and apprenticeship training. These same employers were less satisfied with employees who had vocational training from high schools and private vocational schools. Included among the common problems of new employees that were mentioned by the employers were weaknesses in the basic skills, poor work habits, and a lack of understanding of the world of business. The employers felt that vocational students need additional training in computer literacy, preparation for lifelong learning, basic economics, and time management. A third of those employers surveyed stated that their companies are currently providing vocational students with work experience, and at least 20 percent were serving on advisory committees and recommending what to teach in vocational courses. (MN)

ED 241 714 CE 038 430

Harris, Robert C.

Development of Paper Presentations for Convention Programs. Technical Report.

Indiana Univ., Bloomington. Dept. of Vocational Education.

Pub Date—4 Dec 83

Note—41p.; Presented at the American Vocational Association Convention (Anaheim, CA, December 4, 1983) to the National Association of Industrial and Technical Teacher Educators.

Pub Type—Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Conference Papers, Conferences, *Educational Research, Guidelines, *Industrial Arts, Meetings, Organizational Objectives, Position Papers, *Professional Associations, Records

(Forms), Research Reports, Speeches, *Technical Writing, *Vocational Education

Identifiers—American Educational Research Association, American Industrial Arts Association, American Vocational Association

This paper is designed to provide the young professional working in the field of vocational education with insights that will encourage and facilitate the development of paper presentations. Discussed first are the structure and objectives of the following three organizations that are of particular importance to industrial educators: the American Vocational Association (AVA); the American Industrial Arts Association (AIAA); and the American Educational Research Association (AERA). The next section of the paper is a guide to determining the most appropriate type of paper for a given session that outlines the nature and scope of research, position, training, and information papers; the types of sessions in which these papers may be used include symposia, research sessions, special sessions, teacher weekenders, general sessions, critiques, and carousel or poster sessions. Presented next are detailed guidelines for conveying one's interests to meeting program planners, developing a paper prospectus, and following a timeline. The remaining sections of the paper list and discuss preliminary considerations for developing and presenting papers. Appended to this report are lists of the divisions, affiliates, and supporting groups of the AVA, AERA, and AIAA; the format for submitting proposals for AERA presentations; and forms to use when submitting proposals for AERA associations. (MN)

ED 241 715 CE 038 432

Dyrenfurth, Michael J.

Literacy for a Technological World. Information Series No. 266.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—84

Contract—300-83-0016

Note—41p.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (IN266-\$3.75).

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Curriculum Development, Curriculum Guides, Definitions, *Educational Needs, Educational Planning, Educational Strategies, Glossaries, Models, Needs Assessment, Program Development, *Program Implementation, Relevance (Education), Scientific Literacy, Secondary Education, *Technical Education, *Technological Advancement, *Technological Literacy

Given the importance of technology in our society today, it would seem that the hope for a future in which people are in control of their environment lies in universal technological literacy or, in other words, in the ability to do and use technology instead of just being aware of it. The earliest form of collective arguments for technological literacy stemmed from the industrial arts profession. Educational legislation and the recent series of reports focusing on the improvement of education, however, fail to include any systematic effort to incorporate technological literacy into the mainstream of educational programming. Few models exist that clearly define technological literacy. A comprehensive thrust toward technological literacy will involve the schools, other educational institutions, and the cooperation of radio and television networks, museums, libraries, and other public resources as well as collaborative efforts with the private sector. Educators at all grade levels must alter their curricula to include technological literacy in the curricula for English, mathematics, science, social studies, and the practical arts. It is also necessary to properly address the needs for technological literacy in such support services as personnel development, teacher education, curriculum development, public information, and information networking. (MN)

ED 241 716 CE 038 433

Katz, Douglas S.

Volunteers and Voc Ed. Information Series No. 271.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Ed-

education (ED), Washington, DC.

Pub Date—84

Contract—300-83-0016

Note—46p

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (IN271-54.25).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Community Relations, *Educational Benefits, Educational Objectives, Educational Planning, Financial Support, Guidelines, Models, Needs Assessment, Postsecondary Education, Program Administration, *Program Design, *Program Development, Program Evaluation, *Program Implementation, Public Relations, Recruitment, Resources, Secondary Education, Staff Orientation, Staff Role, Staff Utilization, *Vocational Education, *Volunteers

This report describes the benefits to vocational educators of involving volunteers in vocational programs and presents a model for planning and implementing a volunteer program. Outlined first are programmatic and nonprogrammatic approaches to designing volunteer programs. Next, in a discussion of the benefits of vocational volunteer programs, the accomplishments attained at vocational volunteer programs located in Albuquerque, Chicago, Philadelphia, and Dade County in Florida are listed. Various aspects of planning a vocational volunteer program are discussed, including preplanning, assessing needs for volunteers, program goals and objectives, volunteer roles and responsibilities, financial considerations, program administration, staff relations, and final planning. Addressed in a chapter of program implementation and operation are staff orientation, community relations, needs assessment, recruitment of vocational volunteers, the screening and selection of applicants, orientation, training, placement, and retention. Guidelines are presented for monitoring program progress and evaluating the effects of the program. Provided in the remaining three sections of the report are concluding comments, a bibliography of related readings, and a list of references. (MN)

ED 241 717

CE 038 434

Tilson, George, Jr. And Others

Vocational Rehabilitation in Employment Training. Information Series No. 272.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—84

Contract—300-83-0016

Note—67p.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (IN272-55.75).

Pub Type—Collected Works - General (020) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Career Counseling, Coordination, *Disabilities, Educational Assessment, *Educational Cooperation, *Educational Needs, Educational Objectives, Educational Planning, Educational Practices, Educational Trends, Employment Patterns, Employment Potential, Futures (of Society), Individualized Education Programs, Individualized Instruction, Job Placement, Job Skills, *Job Training, Models, School Role, Special Education, *Vocational Education, Vocational Evaluation, Vocational Followup, *Vocational Rehabilitation

This compendium is designed to present the relationship of the rehabilitation process to vocational education; to examine the cooperative roles of vocational education, rehabilitation, and special education; and to identify the trends that will have an impact on the planning for future training needs. Included in the volume are the following papers: "Rehabilitation Applications in Vocational Education: Goals, Historical Context, and Components of the Model," by Pamela Finnerty-Fried; "Application of Vocational Evaluation and Assessment in Vocational Education," by Robert N. Inacone; "Applications of Individualized Planning in Vocational Education," by George Tilson, Jr.; "Application of Employment Readiness Training in Vocational Education," by Carol A. Kochhar; "Application of Vocational Guidance and Counseling in Vocational Education," by William F. Sullivan;

"Application of Job Placement and Follow-up in Vocational Education," by William F. Sullivan; "The Expansion of Services for Disabled Persons within Vocational Education," by Pamela J. Leconte; and "Future Trends and Implications for Vocational Education and Rehabilitation," by Pamela J. Leconte and Pamela Finnerty-Fried. (MN)

ED 241 718

CE 038 437

Learning for Life. Overcoming the Separation of

Work and Learning. The Report of the National Advisory Panel on Skill Development Leave to the Minister of Employment and Immigration. Canadian Commission of Employment and Immigration, Ottawa (Ontario).

Report No.—ISBN-0-662-13141-X

Pub Date—5 Mar 84

Note—64p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Educational Innovation, *Educational Needs, Foreign Countries, *Leaves of Absence, *Lifelong Learning, National Programs, Policy Formation, Postsecondary Education, Program Development, *Public Policy, *Retraining Identifiers—*Canada

Paid educational leave should become a regular feature of work life in Canada, according to the National Advisory Panel on Skill Development Leave. Following an eight-month study of the background and reasons for educational leave, the panel recommended that educational leave be established for the following reasons: (1) equity in allowing persons who initially reject further training to acquire it later in life; (2) the need to update skills in workers whose skills are becoming obsolete; (3) a reduction in unemployment by removing some persons from the work force; (4) granting individuals a time for growth that may result in economic development and innovation for the country; (5) the need to develop basic skills in some persons; and (6) planning for work force restructuring as a result of technological advancement. However, the panel recognized that barriers to the leave concept exist, such as cost, lack of child care, attitudes, schedules and policies of educational institutions, lack of information about adult education, and overly centralized control of Canadian employment centers. The advisory panel set priority participants for the program, i.e., women, native people, unemployed youth, disabled adults, immigrants, minority groups, and older adults, with special attention to educationally disadvantaged adults and those threatened with job loss and skill obsolescence. Finally, the panel made recommendations to be undertaken immediately and within two years to institute an educational leave policy in Canada. (KC)

ED 241 719

CE 038 438

Phelps, L. Allen Treichel, Janet

Industry-Education Collaboration for Special Needs Youth and Adults.

Eastern Illinois Univ., Charleston; Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Spons Agency—Illinois State Dept. of Commerce and Community Affairs, Springfield.

Pub Date—[Sep 83]

Note—17p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, Business Responsibility, Case Studies, Cooperative Programs, Demonstration Programs, Disabilities, Disadvantaged Youth, Educationally Disadvantaged, Educational Opportunities, Education Work Relationship, Emerging Occupations, English (Second Language), *Exceptional Persons, Industrial Education, *Industrial Training, *Inplant Programs, Institutional Cooperation, Learning Disabilities, Linking Agents, Mainstreaming, Minority Groups, Models, Nontraditional Education, Postsecondary Education, Program Effectiveness, *Program Implementation, School Business Relationship, Trainees, Trainers, *Training Methods, Vocational Education, Work Experience Programs

Identifiers—*Illinois

This publication examines seven programs that emphasize industrial and educational collaboration for special needs youth and adults in Illinois. The programs use various strategies to help persons with special needs, such as disadvantaged, handicapped, and limited-English-proficient persons, to prepare for the economic and employment mainstream. The seven programs are conducted by Training, Inc.;

LIFT, Inc.; Electronic Industries Foundation; Minority Economic Resources Corporation; McDonalds Corporation; Illinois Bell; and Motorola. These programs were chosen for inclusion in the guide to illustrate the variety of target populations being served; a range of employment opportunities in new, emerging and technology-intensive occupations; and the array of training techniques, materials, and incentives used to educate special needs learners. A training program matrix in the guide summarizes the key components and types of students served for each of the programs. The final section of the guide describes the strategies that the programs use for collaboration with schools, community colleges, and other public agencies. A list of references and resources completes the publication. (KC)

ED 241 720

CE 038 439

Kieras, David E. And Others

How Experts and Nonexperts Operate Electronic Equipment from Instructions. Technical Report No. 14.

Arizona Univ., Tucson, Dept. of Psychology. Spans Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—UARZ/DP/TR-83/ONR-14

Pub Date—10 Feb 84

Contract—N00014-81-C-0699

Note—47p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Electronic Equipment, Instruction, *Instructional Materials, *Media Selection, *Military Training, Outcomes of Education, Postsecondary Education, Problem Solving, Teaching Methods, *Training Methods

Identifiers—*Experts, *Following Directions, Navy

Three questions were addressed in a Navy experiment in which subjects followed instructions to complete tasks involving several pieces of electronic equipment. First, two instructional formats were compared; a hierarchical menu format containing natural chunks of instruction was not superior overall to a simple step-by-step instructional format. The menu format was superior only if the subject was familiar with the type of device and was sometimes substantially inferior otherwise. Second, experts were compared to nonexperts, found to be faster overall, and able to operate equipment with fewer instructions in the menu condition. They were also faster when complex physical actions were involved. Thus, there were both specific and general effects of expertise. Finally, evidence was sought that knowledge of how to operate equipment was schematic. It was expected that, when subjects in the menu format condition operated a device without selecting any instructions to read, their sequence of action should correspond to stereotyped schema-like patterns. This occurred only weakly, suggesting that even experts operate everyday devices in a problem-solving mode, rather than by retrieved complete procedures. (Author/KC)

ED 241 721

CE 038 440

Eash, Maurice J. And Others

Developing and Testing of a Model for Manpower Assessment and Placement of Unemployed Workers.

Pub Date—Apr 84

Note—31p; Presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 20-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Computer Oriented Programs, Cost Effectiveness, Economic Development, Economic Factors, Job Placement, *Job Training, Labor Force Development, Postsecondary Education, Poverty, *Program Effectiveness, Public Policy, *Retraining, *Systems Development, *Unemployment, *Vocational Evaluation Identifiers—*Illinois (Chicago)

A model for assessing unemployed workers and providing useful information for counseling these workers for further training and retraining was developed and tested in Chicago with a sample of 25,000 subjects over a two-year period. The model, called the Manpower Assessment and Placement System (MAPS), was designed to give one-day turnaround time with a favorable cost/benefit ratio for large-scale processing of unemployed workers. An individual participating in the MAPS system was given two achievement tests (reading and mathe-

matics), an interest inventory, and a personal history form that he/she used to provide information on previous work history, personal, and demographic data on their current status. Information generated by the tests and the interest inventory was entered into a computer; counselors used the personal history forms during interviews with the clients. Counselors used information received to refer clients to jobs or to 26-week training programs. The system reduced the cost for processing each client to about \$50. The clients served by the MAPS system, based on a random sample of 425 clients, were heavily minority. About half were male; the average age was 27, and they scored an average reading level of 7.5 despite an average of 12 years of schooling. Although the MAPS system is one avenue for helping unemployed workers, an overhaul of national industrial policy is needed to provide more jobs, a task that cannot be accomplished through retraining. (KC)

ED 241 722 CE 038 446
Entry Level Basic Skills for Vocational Education,
1981-82. Final Report.

Cumberland County Coll., Vineland, N.J.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.

Pub Date—82

Note—53p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Basic Skills, College Programs, College Students, Community Colleges, Course Content, Curriculum Development, Educational Needs, Mathematics Instruction, Reading Instruction, Remedial Instruction, Remedial Programs, Skill Development, Two Year Colleges, Vocational Education

A project was conducted at Cumberland County College to determine (1) whether remediation of basic skills deficiencies has an effect on the successful completion of selected vocational courses; (2) the levels of basic skills competencies in reading, writing, and mathematics necessary for entry into selected vocational courses; and (3) the most appropriate course sequences for maximum retention and success of students in vocational programs. To accomplish these objectives, test scores on the New Jersey College Basic Skills Placement Test were obtained for full-time vocational education students entering the college in the fall 1980. Progress of those students through remedial and vocational courses was monitored by reviewing course completion rates and grades. In addition, grades for students who did and did not enroll in basic skills courses before enrolling in vocational courses were compared. The study found that grades were higher for students not needing remediation compared with those who did need remediation, pointing to the need for students requiring remediation to be identified and advised to enroll in appropriate course levels. The study also found that skill levels needed for various courses were higher than basic skills, emphasizing the need to enforce college policies calling for skill upgrading prior to entry into courses requiring a specific skill level. Finally, entry-level basic competencies for selected vocational courses were established and appropriate course sequences for remedial and vocational preparation were set. (Author/KC)

ED 241 723 CE 038 450

Enman, Gail M. And Others

The Development and Implementation of an Evaluation Project Management System for the Occupational Education Programs of the Boston Public Schools. Final Report.

American Institutes for Research in the Behavioral Sciences, Cambridge, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston.

Pub Date—31 Jan 81

Note—121p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Community Resources, Compliance (Legal), Curriculum, Delivery Systems, Educational Equipment, Educational Facilities, Evaluation Methods, Federal Legislation, Program Effectiveness, Program Evaluation, Program Implementation, Program Improvement, Record-keeping, Secondary Education, Sex Fairness, Student Attitudes, Student Characteristics, Teacher Characteristics, Teacher Qualifications, Vocational Education

Identifiers—Boston Public Schools MA

This report provides updated information concerning the status of the occupational education delivery system in the Boston Public Schools. The source of the information contained in the report is the Boston Program Audit, a system-wide assessment of high school and middle school occupational program functioning. The report examines the findings of the Boston Program Audit that relate to federal, state, and local mandates for occupational education and assesses the overall adequacy of the occupational delivery system in terms of compliance with legislation. In addition to satisfying the need for compliance assessment, the report addresses a range of knowledge gaps concerning the day-to-day functioning of occupational education. Toward that end, the report discusses topics such as the number and location of occupational programs; the number and characteristics of the student population enrolled in those programs; students' attitudes toward and knowledge of occupational education; the interface of guidance, administration, and instructional staff in the delivery of occupational programs and related services; the state of the art of curriculum, facilities, and equipment; qualifications and characteristics of occupational instructional staff; use of community resources; and record keeping. Problem areas are highlighted, and recommendations for improvement are made. (KC)

ED 241 724 CE 038 453

Wright, Calvin E. Kim, Yungho

Quantitative Evaluation of 1981-1982 Vocational Education Programs.

Educational Evaluation and Research, Inc., Menlo Park, Calif.

Spons Agency—California State Dept. of Education, Sacramento. Div. of Vocational Education.

Pub Date—Feb 83

Note—67p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Disabilities, Educational Equipment, Educational Facilities, Exceptional Persons, Mainstreaming, Program Descriptions, Program Effectiveness, Program Evaluation, Program Implementation, Pupil Personnel Services, Secondary Education, Sex Fairness, Student Teacher Ratio, Teacher Qualifications, Vocational Education, Vocational Schools

Identifiers—California

In order to determine the effectiveness of vocational education programs in the California secondary schools and regional occupational centers and programs (ROC/P), a survey was taken of a random selection of 1,164 high school programs and 500 programs of ROC/P. Data were gathered through program self-assessment questionnaires and analyzed into nine areas that could be used as indicators. These nine areas were treated as ordinal scales measuring the following: quality, availability, student services, facilities and equipment, teacher-pupil ratio, teacher qualifications, student achievement, sex fairness, and services for special populations. Mean scale values for each of the nine areas were computed for secondary schools and ROC/Ps separately by principal program, by program area, and for all high school and ROC/P programs. (Tables identifying the principal programs and giving their comparison scores for each of the nine accountability areas are presented in this report, along with comparison data from the previous three years. Some items are summarized.) (KC)

ED 241 725 CE 038 465

Mallar, Charles And Others

Evaluation of the Economic Impact of the Job Corps Program. Third Follow-up Report.

Mathematica Policy Research, Princeton, N.J.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Policy, Evaluation and Research.

Pub Date—Sep 82

Contract—23-34-76-06

Note—309p.; For related documents, see ED 203 060-061 and ED 206 865.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Cost Effectiveness, Economically Disadvantaged, Employment Programs, Federal Programs, Job Training, Program Effectiveness, Youth Problems, Youth Programs

Identifiers—Economic Impact, Job Corps

This report presents data and findings on the economic impact of Job Corps on its participants and

analyses of the program's benefits in relation to its costs. Findings are based on postprogram experience of individuals enrolled in the Job Corps in 1977, compared to a group of disadvantaged youth not in the program. The first three chapters introduce the report, review the Job Corps program and the evaluation, and discuss the estimation procedures used in the data analysis underlying subsequent chapters. Chapters 4 through 7 present the empirical findings on whether Job Corps is successful in (1) increasing employment and earnings; (2) improving future labor market opportunities through higher education, military training, and other human capital activities; (3) reducing dependence on welfare assistance and other public transfers; and (4) reducing criminality among former Corps members. The comparative evaluation of Job Corps benefits and costs is summarized in chapter 8. Chapter 9 examines issues pertaining to drawing general inferences about Job Corps from the existing data and discusses the generalizability of the findings. Chapter 10 offers some concluding remarks. It confirms that Job Corps had a positive and sizable impact on participants and that its economic benefits for society are greater than its costs. (YLB)

ED 241 726 CE 038 467

Mangum, Stephen L.

Job Search: A Review of the Literature.

Olympus Research Centers, Salt Lake City, Utah. Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date—1 Feb 82

Grant—21-49-80-06

Note—177p.; For a related document, see CE 038 468.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adult Education, Adults, Career Education, Educational Objectives, Employment Programs, Instructional Materials, Job Search Methods, Literature Reviews, Models, Outcomes of Education, Program Content, Program Implementation

This review focuses on what the literature can tell about the appropriate content and conduct of a job search training program. The chapters correspond to the four bodies of literature concerning job searches that were reviewed. The chapter on the theoretical literature of the scholarly journals examines the basic model of job search, trade-off between leisure and wage, unemployment insurance, the link to macroeconomic theory, current model limitations, and models and public policy. The review of the empirical literature addressed to the testing of various theoretical hypotheses considers job searching methods, method efficiency, searching intensity, differences by subpopulations, recruitment and selection studies, interview preparation, and job searching assistance. The chapter dealing with the commercial literature of the private professional teachers of techniques of self-directed job search focuses on the authors, the addressee, perceptions of the fundamental problem, the goal, the assumptions about the job market, and the strategies. Chapter IV analyzes the program literature used in job searching workshops. The type of information and the presentation are discussed. Each chapter concludes with a discussion of lessons for job search training programs. A 300-item annotated bibliography is attached. (YLB)

ED 241 727 CE 038 468

Johnson, Miriam

The State of the Art in Job Search Training.

Olympus Research Centers, Salt Lake City, Utah. Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date—1 Feb 82

Note—148p.; For a related document, see CE 038 467.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Education, Career Education, Curriculum, Federal Programs, Job Search Methods, Job Training, Postsecondary Education, Program Administration, Secondary Education, State of the Art Reviews, Teaching Methods, Youth Programs

This report summarizes a national state of the art study of job search training (JST) programs, namely, the Comprehensive Employment and Training Act, the Work Incentive Program, and the employment

service. Special emphasis is placed on youth programs. An introductory chapter defines JST, provides a brief history of JST development, and assesses the adequacy of research and development on this intervention. Chapter II briefly describes JST as it exists in each of the major employment and training settings. It then deals with critical administrative issues such as problems surrounding outcome and cost accounting in JST programs. The focus of chapter III is on how JST group sessions are conducted, the methods used by leaders, and the general flavor of the experience. The two chapters that follow deal with the curriculum. They divide the content between pre-search preparation and orientation of the job seekers and the instructions and training provided for the actual job search. The final chapter synthesizes findings representing the most minimal needs, gaps, and unanswered questions found in this study. An appendix contains the methodology and a description of the selected sites. (YLB)

ED 241 728 CE 038 475

Hutchison, Leila L. Wonacott, Michael E.
Assess the Progress of Exceptional Students. Module L-9 of Category L-Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spans Agency—Department of Education, Washington, DC.

Report No.—ISBN-0-89606-146-9

Pub Date—84

Note—40p.; For related documents, see ED 236 356 and ED 240 382.

Available from—American Association for Vocational Instructional Materials, 120 Driftwater Center, University of Georgia, Athens, GA 30602.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, Competence, *Competency Based Education, Disabilities, *Evaluation Methods, *Exceptional Persons, Higher Education, Inservice Teacher Education, Learning Activities, Learning Modules, Mainstreaming, Postsecondary Education, Special Education, *Student Evaluation, *Teacher Education, Teaching Methods, Units of Study, *Vocational Education

This module, one in a series of 127 performance-based teacher education learning packages, focuses on specific professional competencies of vocational teachers. Based on 380 teacher competencies identified and verified as essential for vocational teachers to meet the needs of special needs students in their classes, this module focuses on assessment. It contains three learning experiences designed to lead the teacher with some experience through the process of assessing the progress of exceptional students in their classes. Each learning experience consists of an enabling objective, activities, a self-check, and feedback. The first learning experience provides information that teachers need to assess student progress, such as how to modify assessment techniques, minimize fear of testing, and use of an appropriate feedback and grading system. Sample tests and record forms are provided. The second learning experience contains three case studies of teacher assessment of special students, while the final learning experience calls for students to practice assessment procedures in an actual teaching situation to the satisfaction of a resource person. A teacher performance assessment form is provided. (KC)

ED 241 729 CE 038 476

House, Richard M.

Standards of Practice in Continuing Education: A Status Study. Research Report: CCEU Project for the Development of Standards and Criteria for Good Practice in Continuing Education.

Council on the Continuing Education Unit, Silver Spring, Md.

Pub Date—83

Note—52p.; For a related document, see CE 038 477.

Available from—Council on the Continuing Education Unit, 13000 Old Columbia Pike, Silver Spring, MD 20904 (\$5.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Attitude Measures, *Attitudes, *Continuing Education, *Criteria, *Educational Principles,

planning, Educational Research, Program Effectiveness, Quality Control

A major purpose of this study was to determine the attitudes toward standards of practice and the nature and scope of standards of practice as they currently exist in governmental agencies, professional associations and licensing agencies, business and industry, health-related organizations, and colleges and universities. A second purpose was to recommend a framework for the development of standards of practice for the field of continuing education. Data were collected by a mail survey of 5000 organizations and institutions; 702 completed the survey in a usable manner. Only 29 percent of survey respondents reported they routinely use written standards of practice in continuing education. A high number (84 percent) indicated agreement with the assertion that standards of practice enhance quality assurance. Few organizations (28 percent) reported being satisfied with current standards of practice in continuing education. Overall, 79 percent wanted more emphasis in standards on learner performance, while 77 percent also desired more emphasis in standards on educational process. Elements most frequently addressed in standards of practice currently used included administration and organization, goals and objectives, instructional staff, program/course records, program planning, fiscal resources, and program/course evaluation. (In addition to recommendations, a frame of reference for developing standards is provided.) (YLB)

ED 241 730 CE 038 477

Principles of Good Practice in Continuing Education.

Council on the Continuing Education Unit, Silver Spring, Md.

Pub Date—1 Apr 84

Note—37p.; For a related document, see CE 038 476.

Available from—Council on the Continuing Education Unit, 13000 Old Columbia Pike, Silver Spring, MD 20904 (\$5.00; 10-24 copies—\$4.20 each; over 24 copies—\$3.75 each).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Continuing Education, *Educational Needs, Educational Objectives, *Educational Principles, *Evaluation, Needs Assessment, *Outcomes of Education, *Program Administration

Intended to serve as a standard reference document for the field of continuing education and training, this set of criteria for good practice is for general use by all sponsors, providers, and users of continuing education within any setting, for any clientele, and for individual learners. Following an introduction, suggestions are made for use of the principles, and definitions for terms are provided. The proposed Principles of Good Practice in Continuing Education are presented in five parts: learning needs, learning outcomes, learning experiences, assessment of learning outcomes, and administration. Following the statement of each principle is a set of more specific process elements for good practice that normally are expected to be present in the operation of a sound continuing education organization or unit. Overall, 18 general principles and 70 elements of good practice are proposed. A discussion of each principle is provided. (YLB)

ED 241 731 CE 038 478

Schafer, Susan H. Comp.

Enhancing Quality in Continuing Education. Proceedings of the Annual Conference of the Council on the Continuing Education Unit (5th, Dallas, Texas, June 9-10, 1983).

Council on the Continuing Education Unit, Silver Spring, Md.

Pub Date—Jan 83

Note—171p.

Available from—Council on the Continuing Education Unit, 13000 Old Columbia Pike, Silver Spring, MD 20904.

Pub Type—Collected Works - Proceedings (021)—Opinion Papers (120)—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Conference Proceedings, *Continuing Education, *Continuing Education Units, Educational Policy, *Educational Principles, Educational Research, *Program Evaluation, Publicity, Standards, Student Certification, Teacher Influence

These proceedings contain 14 presentations and

other materials from a conference to exchange ideas and encourage materials in continuing education. Introductory materials include a conference program and a pre-conference orientation that review the definition of the continuing education unit (CEU). Results of a sharing session on ideas for surviving the changing environment in which non-credit education is offered and a welcoming speech are provided. The presentations focus on an industrial policy for continuing education, effective and economic program promotion, the effectiveness and worth of program evaluation, the value of good instructors to a collegiate continuing education program, a study on the current status of practice standards in continuing education, a study to identify the continuing educational policies of professional associations and licensing boards, the changing accreditation guidelines for continuing education, implementation of a CEU program, the acceptance of the CEUs by the health sector, industry's support of and demand for quality continuing education, promotion of hard-to-sell programs, use of program evaluation for monitoring and improvement, and good instructors of programs offered by associations. A final presentation, not delivered at the conference, discusses continuing education as the key to profitability and productivity. (YLB)

ED 241 732 CE 038 480

Lytle, Jacques R. Chamberlain, Valerie M.

The Consistency of Attitude and Behavior by Adolescents in the Area of Energy Conservation.

Pub Date—Dec 83

Note—17p.; Paper presented at the American Vocational Association Convention (Anaheim, CA, December 1983).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Conservation Education, Employment Level, *Energy Conservation, Secondary Education, *Secondary School Students, Sex Differences, *Student Attitudes, *Student Behavior, Vocational Education

This study examined the relationship between the energy use for personal and family activities. Data were collected from a sample of 227 students in 11 secondary public schools in central city, suburban, small town, and rural areas. Students completed instruments that measured energy conservation attitudes, behaviors, and levels of attitudinal quality specified as affective, cognitive, and direct experience. Demographic data were also collected. Multiple regression analysis was applied to the data to determine sources of significant variance on the consistency score. Further treatment of the data to determine significant differences between selected demographic variables and the consistency score was performed using t-tests and analysis of variance. Differences in the consistency of attitude and behavior were found to be associated using both sex and employment status. No significant differences in attitude-behavior consistency were associated with the other demographic variables measured. No significant relationships existed between the attitudinal qualities measured and the consistency of energy conservation attitudes and behavior of respondents in this study. (YLB)

ED 241 733 CE 038 481

The Adult Student. Research Findings from the Wisconsin Assessment Center. Volume I.

Wisconsin Univ., Green Bay. Assessment Center.

Pub Date—83

Note—24p.

Available from—Wisconsin Assessment Center, LL805, 2420 Nicolet Drive, University of Wisconsin, Green Bay, WI 54301-7001.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Adult Education, *Adult Students, Demography, Educational Benefits, Enrollment, Enrollment Trends, Followup Studies, Graduate Surveys, *Outcomes of Education, School Holding Power, School Surveys, *Student Characteristics, *Student Educational Objectives, Study Habits, Vocational Followup

Identifiers—*University of Wisconsin

Since 1980, 10 separate studies were conducted to investigate issues related to adult students at the University of Wisconsin (UW). The first of these research efforts was a cohort study that revealed more similarities than differences among the adult students enrolled at UW and their nonenrolled co-

horts. Based on a study entitled the Trigger Study, researchers concluded that job and family circumstances are the factors that are most likely to trigger adults to return to school. The remaining eight studies focused on student transcripts, graduate follow-up, homemaker participation in college programs, academic skills, admissions, study habits, retention, and UW center system study. According to these studies, adults who graduated from UW proceeded through college at a fast pace, averaging almost a full course load per semester. Those adults who graduated found their college experience overwhelmingly positive, with 98 percent of those surveyed saying that they would work for a degree again if they had it to do over. About half of the employed graduates reported increases in job responsibilities, pay, status, or job security as a result of getting their college degree. In addition, those homemakers who returned to college reported impressive personal gains. The academic skills of adult students generally compared favorably with those of the younger students, and their study habits showed more similarities than differences when compared with those of younger students. (MN)

ED 241 734 CE 038 483
Administration of Child Care Programs: Business Management, Instructor's Guide.

Texas Tech Univ., Lubbock. Home Economics Curriculum Center.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—Sep 83
Note—268p.; For a related document, see CE 038 484.

Available from—Home Economics Curriculum Center, Texas Tech University, Box 4067, Lubbock, TX 79409-4067.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Business Administration, Child Caregivers, Competency Based Education, *Day Care, Day Care Centers, Early Childhood Education, Financial Support, Job Skills, Laws, Leadership, Learning Activities, *Legal Responsibility, Money Management, Occupational Home Economics, *Personnel Management, Postsecondary Education, Program Administration, *Program Budgeting, Record-keeping, Small Businesses, Teaching Guides, Tests, Transparencies

Designed for use by postsecondary child development instructors, this guide is organized into four units that expose students to the general competencies and business management aspects of child care program administration. Introductory materials discuss the use of the materials and provide guidelines for evaluating students. The four units cover general competencies (functions of management, leadership and board of directors), regulations and legal concerns, personnel (organizing, acquiring and dismissing, and maintaining), and finances (funding, record keeping, and financial control). At the beginning of each unit, performance objectives and references are listed. Suggested classroom learning experiences for each objective provide instructors with teaching strategies to help students achieve the objectives. The unit test includes multiple choice and essay questions. The 48 transparency masters and 51 handouts, which follow unit 4, may be reproduced as needed for classroom use. Appendixes include a glossary, glossary test, answer keys, and a nine-page bibliography. A companion student laboratory manual is available separately. The materials are most effective in courses that have both a lecture and laboratory. Carefully selected textbooks and access to a quality child care center are essential for effective use of the materials. Possible textbooks may be found in the bibliography. (YLB)

ED 241 735 CE 038 484
Administration of Child Care Programs: Business Management, Student Laboratory Manual.

Texas Tech Univ., Lubbock. Home Economics Curriculum Center.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—Sep 83
Note—148p.; For a related document, see CE 038 483.

Available from—Home Economics Curriculum Center, Texas Tech University, Box 4067, Lubbock, TX 79409-4067.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Business Administration, Child Care Givers, Competency Based Education, *Day Care, Day Care Centers, Early Childhood Education, Financial Support, Job Skills, Laboratory Manuals, Laws, Leadership, Learning Activities, *Legal Responsibility, Money Management, Occupational Home Economics, *Personnel Management, Postsecondary Education, *Program Administration, *Program Budgeting, Recordkeeping, Small Businesses, Workbooks

Designed as a laboratory experience guide and workbook, this manual exposes postsecondary students to the general competencies and business management aspects of child care program administration. The four units cover general competencies (functions of management, leadership, and board of directors), regulations and legal concerns, personnel (organizing, acquiring and dismissing, and maintaining), and finances (funding, record keeping, and financial control). Each unit begins with performance objectives. An overview introduces basic concepts related to the unit topic. Suggested readings for in-depth study are given at the end of the overview. Lab experiences in each unit include both observation and participation assignments. Unit 1 has 11 lab experiences; unit 2 has 7; unit 3 has 15; unit 4 has 6. Each lab experience details the learning objective and directions and provides a list of any materials necessary to complete the experience. Participatory evaluation forms are included for the instructor's use in evaluating a student's performance. A checklist is provided for students to evaluate their own performance. Other components of the manual include guidelines for successful lab experiences, a glossary, and a 15-item bibliography. (YLB)

ED 241 736 CE 038 485

Consuming in the 80's and Beyond.

Texas Tech Univ., Lubbock. Home Economics Curriculum Center.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—Jan 84
Note—171p.

Available from—Home Economics Curriculum Center, Texas Tech University, Box 4067, Lubbock, TX 79409-4067.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Child Rearing, Clothing, *Consumer Education, Electrical Appliances, Family Life Education, Food, *Futures (of Society), *Home Economics, Home Furnishings, Homemaking Skills, Housing, Instructional Materials, Learning Activities, Medical Services, *Money Management, *Purchasing, Recreation, Secondary Education, Transportation, Workbooks

Identifiers—*Consumption, Impact

This guide is designed to give advanced or upper-level consumer and homemaking education students a chance to take a futuristic look at the roles they will have as consumers in the next years. Divided into 12 units, the first three cover the consumer, the family, and consumer responsibilities. The next eight units are on the goods and services purchased by individuals and families, including transportation, clothing, housing and home furnishings, household equipment, food, child care, medical care, and entertainment. Unit 12 deals with consumer practices. Each unit includes numerous predictions for the future gleaned from a variety of sources and activities designed to enable students to gain a firsthand look at implications of various trends for their lives. Activities encourage students to seek information, analyze trends, and anticipate possible effects on their own lives. The 69 activities include puzzles, worksheets, case situations, calculations, charts, interviews, and experiments. Units may be used together or independently. All or part of the activities may be used, and some of the more involved activities could be completed as group assignments or extended learning experiences. Answer keys and references are provided. (YLB)

ED 241 737 CE 038 486

Home and Career.

Texas Tech Univ., Lubbock. Home Economics Curriculum Center.

Spons Agency—Texas Education Agency, Austin.

Dept. of Occupational Education and Technology.

Pub Date—Oct 83

Note—127p.

Available from—Home Economics Curriculum Center, Texas Tech University, Box 4067, Lubbock, TX 79409-4067.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Coping, *Decision Making, *Dual Career Family, *Employed Parents, Family Life, *Family Life Education, Family Relationship, Fathers, Females, Food, Home Economics, *Home Management, Learning Activities, Leisure Time, Males, Money Management, Mothers, Parenthood Education, Parent Role, Secondary Education, Sex Role

This student activities book is designed to allow students to examine the multiple roles of contemporary dual-earner couples. It examines the concerns of the two-career couple and the sharing of male and female responsibilities as well as certain roles of employed single adults. Intended for use independently or with classroom instruction, this activities book contains eight units. Each has competencies, subcompetencies, and learning activities to develop the competencies in each unit. Questions, puzzles, and case studies are included in the learning activities. The written answers required in some of the activities allow students to improve their spelling and grammar usage. The units cover (1) organizing personal and job responsibilities using basic management skills; (2) sharing household tasks; (3) managing money in a dual-career household; (4) coping with stress; (5) parenting for the gainfully employed parent; (6) planning, selecting, and preparing food to meet the needs of employed homemakers; (7) planning time for leisure; and (8) evaluating factors that affect the attitudes and careers of working couples. Appendixes include answer keys, selected references, and a publisher list. (YLB)

ED 241 738 CE 038 487

Home Management and Consumer Education.

Texas Tech Univ., Lubbock. Home Economics Curriculum Center.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—Dec 83
Note—290p.

Available from—Home Economics Curriculum Center, Texas Tech University, Box 4067, Lubbock, TX 79409-4067.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Career Exploration, Competency Based Education, *Consumer Education, Curriculum Guides, Decision Making, Disabilities, Disadvantaged, Family Life, Family Life Education, *Home Economics, *Homemaking Skills, *Home Management, Occupational Home Economics, Secondary Education

Identifiers—Consumer Skills

Designed for use in consumer and homemaking education in Texas, this curriculum guide is on the subject of home management and consumer education. An introduction to the guide, covering its use and program and curriculum planning, provides a list of suggested reading. Information on teaching handicapped and disadvantaged students follows. The contents of the guide are divided into seventh and eighth grade homemaking; homemaking I, II, and III; and a semester course. Within each grade level are sections that begin with a list of competencies and corresponding subcompetencies. Concepts related to the competencies are outlined in the left columns. Learning and evaluation experiences to develop the competencies are listed in the right columns. Representative topics covered in the various grade levels are home management and maintenance, time management, resource conservation, career opportunities, decision making, relationship of decision making and management to family living, financial management, consumer decisions, career exploration, community resources related to family management, the management process, and consumer skills. Teaching aids keyed to learning and evaluation experiences and a reference list are located at the end of the guide. (YLB)

ED 241 739

CE 038 488

Housing, Home Furnishings, and Equipment.

Texas Tech Univ., Lubbock. Home Economics Curriculum Center.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—Oct 83

Note—346p.

Available from—Home Economics Curriculum Center, Texas Tech University, Box 4067, Lubbock, TX 79409-4067.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Career Exploration, Career Planning, Competency Based Education, *Consumer Education, Curriculum Guides, Disabilities, Disadvantaged, *Electrical Appliances, Energy Conservation, *Home Economics, *Home Furnishings, Home Management, *Housing, Interior Design, Occupational Home Economics, Secondary Education.

Designed for use in consumer and homemaking education in Texas, this curriculum guide is on the subject of housing, home furnishings, and equipment. An introduction to the guide, covering its use and program and curriculum planning, provides a list of suggested readings. Information on teaching handicapped and disadvantaged students follows. The contents of the guide are divided into seventh and eighth grade homemaking; homemaking I, II, and III; and a semester course. Within each grade level are sections that begin with a list of competencies and corresponding subcompetencies. Concepts related to the competencies are outlined in the left columns. Learning and evaluation experiences to develop the competencies are listed in the right columns. Representative topics covered in the various grade levels are housing, design, energy and water conservation, career exploration, home interior, resource conservation, home management skills, interior decoration, renovation and remodeling of housing, career planning, home maintenance, selecting home furnishings and equipment, and consumer buying of home furnishings and equipment. Teaching aids keyed to learning and evaluation experiences and a reference list are located at the end of the guide. (YLB)

ED 241 740 CE 038 529

Zahniser, Gale L. Ashley, William L.

Helping the Dislocated Worker: Planning Community Services. Research and Development Series No. 243A.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—84

Contract—300-83-0016

Note—88p.; For related documents, see CE 038 530-531.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (RD243A-\$7.25).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Community Planning, *Community Resources, *Community Services, Cooperative Planning, Cooperative Programs, Counseling Services, *Delivery Systems, *Dislocated Workers, Educational Needs, Educational Strategies, Employment Services, Government Role, Guidelines, Job Training, Models, Postsecondary Education, Private Agencies, *Program Development, Program Implementation, Public Agencies, *Retraining, School Business Relationship, School Role, Services, Unemployment, Vocational Rehabilitation.

Identifiers—Community Based Education, Private Sector, Public Sector

This guide, one in a series of three publications for vocational program developers and others to use in planning and developing a community-based response to worker dislocation, provides a generic approach to program development. Discussed first are the causes, future, and impact of worker dislocation. The next chapter is devoted to various aspects of planning for dislocated workers, including common planning themes, public and private sector partnerships, dialogue and cooperation with economic development planners, comprehensive services for dislocated workers, and planning difficulties and programmatic constraints. The four phases of the process of planning dislocated worker assistance

programs are outlined in the third chapter. Covered in the final chapter are various services and strategies for displaced worker programs, including ideas involving the following agencies and organizations: the federal government, state planning offices, state departments of economic development, employment services, state offices for the Job Training Partnership Act (JTPA) or for employment and training planning, state vocational education and community college departments, unions, chambers of commerce, industrial realtors, private industry councils, private employers, banks, public utilities, affected firms, firms at risk, and social service providers. A list of related agencies and organizations involved in dislocated worker programs and activities and a bibliography are appended. (MN)

ED 241 741 CE 038 530

Ashley, William L. Zahniser, Gale L.

Helping the Dislocated Worker: Sample Programs. Research and Development Series No. 243B.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—84

Contract—300-83-0016

Note—72p.; For related documents, see CE 038 529-531.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH (RD243B-\$5.75).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Abstracts, Case Studies, *Community Programs, Community Resources, *Cooperative Programs, Counseling Services, *Delivery Systems, *Dislocated Workers, Educational Strategies, Employment Practices, Employment Services, Job Skills, Job Training, Postsecondary Education, Program Content, Program Descriptions, Program Development, *Program Implementation, *Retraining, School Business Relationship, Services, Skill Development, Vocational Rehabilitation.

Identifiers—Community Based Education, Dislocated Workers Education Training Program, Metropolitan Reemployment Project, *Private Sector, Project RENEW

This report, one in a series of three publications for vocational program developers and others to use in planning and developing a community-based response to worker dislocation, deals with programs for dislocated workers that have been developed and supported by private sector and local community efforts and resources. Reviewed in the first chapter are various services that are often needed by dislocated workers, including income assistance, outplacement services, on-the-job training, job search skill training, evaluation and assessment services, counseling services, relocation assistance, and retraining services. The second chapter deals with the context, purpose, organizational characteristics, program characteristics, and outcomes of three community-based dislocated worker assistance programs. These programs are Project RENEW: A Manpower Assistance Program for Displaced Workers, the Metropolitan Reemployment Project, and the Dislocated Workers Education Training Program. Examined in the final chapter are six sample preventative, layoff, and postlayoff strategies that have been used by individual companies to alleviate the problems of dislocated workers. Profiles of 35 other displaced worker assistance programs are appended. (MN)

ED 241 742 CE 038 531

Connell, Janie B. Ashley, William L.

Helping the Dislocated Worker: Resources and Materials. Research and Development Series No. 243C.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—84

Contract—300-83-0016

Note—73p.; For related documents, see CE 038 529-530.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (RD243C-\$5.75).

Pub Type—Reference Materials - Bibliographies

(131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Abstracts, Achievement Tests, Annotated Bibliographies, Aptitude Tests, Catalogs, Classroom Techniques, Community Resources, *Community Services, Curriculum Guides, Databases, *Dislocated Workers, Guidelines, *Instructional Materials, Interest Inventories, Job Skills, Job Training, Postsecondary Education, Program Implementation, Reference Materials, *Resource Materials, Resource Units, *Retraining, Skill Development, Teaching Guides, Teaching Methods, *Vocational Evaluation, Vocational Rehabilitation.

Identifiers—Community Based Education

This compilation, one in a series of three publications for vocational program developers and others to use in planning and developing a community-based response to worker dislocation, describes various assessment resources, references, and technical assistance materials. Included in the volume are citations describing the following materials: instructional manuals and guides for service providers; instructional materials suitable for classroom use; catalogs and databases of materials and resources; materials appropriate for use by dislocated workers themselves; information for service providers; and assessment materials in such areas as achievement, aptitude and abilities, interests, screening, work values, work sample evaluation, and career development instruments. Each section supplies the reader with information regarding the title, source, purpose, and annotation of the material or resource. In some cases, price information and names of developers or authors are also given. (MN)

ED 241 743 CE 038 532

Isotief, Wassyly Duchin, Faye

The Impacts of Automation on Employment, 1963-2000. Final Report.

New York Univ., NY. Inst. for Economic Analysis.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Apr 84

Contract—FRA-8012844

Note—376p.

Available from—Institute for Economic Analysis, New York University, 269 Mercer Street, 2nd Floor, New York, NY 10003 (\$15.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—*Automation, Economic Change, Economic Climate, Economic Factors, *Employment Opportunities, *Employment Patterns, *Futures (of Society), Job Analysis, Job Simplification, *Labor Force, Labor Market, Labor Needs, Labor Turnover, *Labor Utilization, Productivity, Trend Analysis.

A study examined the actual and projected impact of automation on employment between 1963 and 2000. Utilizing a fully integrated, dynamic input-output model that was designed for this study, the researchers analyzed a large body of quantitative information from diverse, especially technical, sources. This effort resulted in the development of a detailed model of the probable effects of automation on the demand for labor services in 53 occupations. According to this model, the intensive use of automation over the next 20 years will make it possible to conserve about 10 percent of the labor that would have been required to produce the same bills of goods in the absence of increased automation. The impact of automation is specific to different types of work and will involve a significant increase in professionals as a proportion of the labor force and a steep decline in the relative number of clerical workers. Because the direct displacement of production workers by specific items of automated equipment will, at least in the initial stages, be offset by increased investment demand for capital goods, production workers can be expected to maintain their share of the labor force. (MN)

ED 241 744 CE 038 533

Yuen, Chi-Yuen

An Analysis of Vocational Teachers' Understandings of and Attitudes toward Using Microcomputers in Vocational Education. Final Report. Vocational-Technical Education Research Report, Volume 22, Number 1.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date—Jun 84

Note—126p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Computer Assisted Instruction, *Computer Oriented Programs, *Microcomputers, Questionnaires, Secondary Education, State Surveys, *Teacher Attitudes, Trade and Industrial Education, *Vocational Education, *Vocational Education Teachers

Identifiers—*Pennsylvania

To determine the knowledge and attitudes of vocational education teachers about microcomputers and about their use in vocational education, questionnaires were mailed to 273 vocational teachers from 11 randomly selected area vocational and technical schools throughout Pennsylvania. Although the level of understanding that the vocational teachers had about microcomputers was relatively low, the teachers were overwhelmingly in favor of the use of microcomputers in vocational education. The vocational teachers' understanding about microcomputers and their attitudes toward using them were positively correlated with educational level, microcomputer experience, microcomputer training, utilization of microcomputers, and the availability of microcomputers, whereas their attitudes toward understanding of microcomputers showed negative relationships with age and service area. Based on these findings, recommendations were made calling for more workshops or in-service training programs for all teachers, especially for home economics and trade and industrial education teachers, and for the introduction of at least one course in computer literacy as a requirement for the certification of vocational teachers. (Appended to this report are the survey instrument, a summary of responses to each question on it, and correlation data for trade and industrial teachers.) (MN)

ED 241 745 CE 038 534

Convention '83, Program of the Annual National Vocational Special Needs Research Meeting (1st, Anaheim, California, December 2, 1983).

American Vocational Association, Arlington, VA. Div. of Special Needs; National Association of Vocational Education Special Needs Personnel.

Pub Date—2 Dec 83

Note—137p; Parts of this document may not reproduce well due to light type.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Access to Education, *Disabilities, *Disadvantaged, Educational Policy, Educational Practices, *Educational Research, Educational Strategies, Employment Potential, High School Students, Individual Needs, Job Skills, Research Reports, School Holding Power, Secondary Education, *Special Education, *Student Needs, Student Participation, Student Recruitment, Teacher Attitudes, Teacher Certification, Vocational Education, Work Attitudes, Work Experience

Identifiers—Related Subjects Instruction, *Special Needs Students

This document consists of six papers presented at a convention on vocational special needs research. Included in the volume are the following papers: "Extent of Involvement of Special Needs Students in DECA: A National Perspective," by Michelle Sarkees and Joe Hill; "Recruitment Procedures and Strategies for Increasing Retention of Disadvantaged Students in Occupational Proficient Programs," by Dolores Robinson and Dwight Fennell; "The Effects of Work Experience on Basic Employment Skills and Work Attitudes of Disadvantaged High School Youth," by Ruth Gibson; "Related Vocational Instruction: A Difference in Attitudes of Vocational Teachers Toward Special Needs Students," by Lu B. Nations; "Access and Process Considerations for Mildly Handicapped Students in Vocational Education: Findings from Two Studies," by William Halloran, Len Albright, James Frasier, and Brian Cobb; and "Vocational/Special Education Certification: An Analysis of Current State Policies and Practices," by James Greenan and David Larkin. (MN)

ED 241 746 CE 038 535

Helwig, Andrew A.

Alternative Training Options for Structurally Unemployed Older Workers. Information Series No. 275.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Ed-

ucation (ED), Washington, DC.

Pub Date—84

Contract—300-83-0016

Note—51p; For related documents, see CE 038 536-539 and CE 038 557.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (IN275-\$4.25)

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Dislocated Workers, Economic Development, Employment Patterns, Entrepreneurship, Federal Legislation, Federal Programs, *Government Role, Human Resources, Job Training, Middle Aged Adults, Policy Formation, Postsecondary Education, *Public Policy, *Retraining, *Unemployment, Vocational Education

Identifiers—*Government Industry Relationship, *Structural Unemployment

The need for a national policy for the development and use of human resources is evident. One part of the human resource development issue centers around the needs of adult workers who are unemployed or threatened with unemployment because of structural changes in the labor market. The issue of retraining adult workers was examined in detail in response to the problem of the high rate of structural unemployment. Two alternatives, both using vocational education money directed at postsecondary institutions, were examined for their ability to retrain dislocated workers. A third alternative examined the effectiveness of comprehensive career counseling and information services for dealing with dislocated adults. The fourth alternative reviewed the impact that entrepreneurial skill building and economic development might have on the high rate of structural unemployment. The alternative estimated to have the greatest impact on dislocated workers is the third one, calling for the provision of comprehensive career counseling and information services. Entrepreneurial and economic development also appears to be a promising alternative. These alternatives, combined with existing training and employment efforts, would address the issue of structural unemployment on multiple fronts. Dialogue is occurring in Congress and in state legislatures that may lead to more help for structurally unemployed workers. (KC)

ED 241 747 CE 038 536

Herschbach, Dennis R.

Addressing Vocational Training and Retraining through Educational Technology: Policy Alternatives. Information Series No. 276.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—84

Contract—300-83-0016

Note—67p; For related documents, see CE 038 535-539 and CE 038 557.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (IN276-\$5.75).

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Classroom Techniques, Computer Oriented Programs, Educational Finance, Educational Innovation, *Educational Policy, *Educational Technology, Federal Programs, Federal State Relationship, *Government Role, *Job Training, Microcomputers, Policy Formation, Postsecondary Education, Public Policy, Retraining, Secondary Education, Teaching Methods, Technological Advancement, Training Methods, *Vocational Education

This study examines the potential application of educational technology to vocational training and retraining. Its purpose is to assist program planners in the U.S. Department of Education to make more informed decisions concerning the federal role in the use of educational technology. Five questions are addressed. General findings include the following: (1) technology producers and the public are leading the movement for educational technology, but no coherent federal policy exists regarding educational technology; (2) educational technology, particularly software, is not at present cost-effective; (3) educational technology is not necessarily more effective than conventional educational techniques; (4) educational technology is used more for

"value-added" instruction that has a positive effect on students; although it is difficult to measure, its future use may best be to extend instruction to groups who are underserved now; and (5) vocational education uses mainly simple technology; computer applications to training and retraining are limited. Given the uncertain role of the federal government, restrictions on budgets, and limitations on the effective use of educational technology, any policy initiative probably should be modest. (Seven policy recommendations are offered in the report.) (KC)

ED 241 748 CE 038 537

Phelps, L. Allen

An Analysis of Fiscal Policy Alternatives for Serving Special Populations in Vocational Education. Information Series No. 278.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—84

Contract—300-83-0016

Note—52p; For related documents, see CE 038 535-539 and CE 038 557.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (IN278-\$4.95).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Access to Education, Disabilities, Disadvantaged Youth, English (Second Language), Equal Education, *Exceptional Persons, Federal Legislation, Federal Programs, Federal State Relationship, *Financial Policy, Financial Support, Minority Groups, Nontraditional Occupations, Policy Formation, Postsecondary Education, *Program Improvement, Secondary Education, Sex Fairness, *State Federal Aid, *Vocational Education

Identifiers—*Special Needs Students, Vocational Education Act 1981

This policy analysis focuses on identifying optimal federal fiscal policies for achieving desired programmatic and student outcomes on behalf of special populations in vocational education (i.e., disadvantaged, limited-English-proficient, and handicapped persons, and students interested in nontraditional careers). The present status of unserved special population students, enrollment patterns, and state and local funding suggests a critical need for the development and refinement of effective federal fiscal policy. A series of four major policy goals should be set; they include: improving access to programs and services, enhancing equity, stimulating program improvement, and strengthening interagency collaboration. In order to meet these goals, four major policy alternatives can be suggested: (1) direct federal grants to eligible recipients, (2) student incentive grants, (3) categorical state grants (setaside model), or (4) categorical state grants (separate title). Pupil-weighting formula and ability-to-pay factors are possible options for allocating funds within states. The most promising alternative for the short run appears to be the categorical state grant for vocational education; however, additional fiscal policy research that examines the full range of fiscal policy alternatives is needed. (KC)

ED 241 749 CE 038 538

Sheppard, N. Alan

A Policy Analysis of Professional Development and Personnel Preparation for Serving Special Populations. Information Series No. 279.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—84

Contract—300-83-0016

Note—47p; For related documents, see CE 038 535-539 and CE 038 557.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (IN279-\$4.25).

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Disabilities, Educational Improvement, *Educational Needs, Educational Policy, *Exceptional Persons, Federal Legislation, Mainstreaming, Minority Groups, National Programs, *Policy Formation, Professional Development,

*Program Improvement, Secondary Education,
*Teacher Education, Teacher Qualifications,
*Vocational Education

Identifiers—United States

This country has few highly qualified personnel to fulfill the various state commitments to legislation mandating effective vocational programs for two special populations, i.e., persons discriminated against on the basis of racial/ethnic identity and the physically handicapped. The result of a lack of national policy in this area has been a leadership void, and the efforts that have been made in personnel preparation and professional development have been piecemeal and token. Ten alternative solutions to the problem have been proposed and analyzed. Based on the comparisons of advantages and disadvantages, the policy alternatives determined to be the most effective for improving personnel preparation are the following: (1) the U.S. Department of Education should mandate statewide comprehensive programs of personnel development, including a system for preservice, graduate, and inservice activities for teachers and administrators who work with minority and handicapped students; (2) a fixed percentage of each state's basic grant should be designed for professional development and personnel preparation; (3) the Congress and U.S. Department of Education should make grants through state agencies to provide opportunities to update the competencies of vocational education personnel who serve special populations; and (4) the Congress and U.S. Department of Education should reestablish the Leadership Development Program to train administrators and to retrain personnel from other fields to work with special populations in vocational education. (KC)

ED 241 750 CE 038 539
Swanson, Gordon I.

Excellence in Vocational Education: A Policy Perspective. Information Series No. 280.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—84

Contract—300-83-0016

Note—36p.; For related documents, see CE 038 535-538 and CE 038 557.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (IN280-\$3.25).

Pub Type—Opinion Papers (120) — Reports - Evaluative (142) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Definitions, Educational Improvement, Educational Philosophy, *Educational Policy, *Educational Quality, Federal Legislation, *Federal Programs, *Government Role, *High Achievement, Policy Formation, Postsecondary Education, Secondary Education, *Vocational Education

Aimed at federal policymakers, this monograph presents a discussion of the role of excellence in vocational education and the role of the government in achieving it. The report is organized into five chapters. In the first chapter, the dimensions of excellence are examined with a focus on values, the atmosphere of crisis engendered in part by a multitude of reports critical of our educational system, and questions about who should receive the rewards of education. The second chapter provides background information about the forces at work in educational philosophy, such as the classical tradition, separations between education and training, and the American structure of long and short education with higher status attributed to longer education. Two sources of policy problems—multiple policies and uncertain purposes—are described in the third chapter. Finally, the last two chapters present some policy alternatives and recommendations. Policy alternatives include the choice between a strong or weak federal role, the definition of excellence, the form of the policy initiatives, and the alternatives for structural change. Policy recommendations include emphasis on a strong federal role, the development of policies to encourage excellence, abandoning compliance approaches, and increasing the educational opportunities of disadvantaged persons. (KC)

ED 241 751 CE 038 540
Goddard, Constance

The Education of a Marketplace: The Role of Computer Stores in Encouraging a Computer

Literate Society.

Pub Date—Jul 83

Note—23p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Education, *Computer Literacy, Computers, *Nontraditional Education

Identifiers—*Informal Education, *Retail Stores

Computer retailers and manufacturers have found providing appropriate instruction to be an essential part of marketing and selling their products. Most computer stores have classrooms in which courses are offered, providing an informal, interactive atmosphere for the instruction. The microcomputer market has split into two major segments: the personal and professional markets. Computers are marketed differently to these segments, and much more instruction is provided to the latter. Computer centers in Sears and Macy's offer demonstration disks and free instruction. Texas Instruments retail outlets, and ComputerLand and Radio Shack computer centers offer individual and class instruction as well as on-site training. Corporate approaches to computer literacy include Digital's computer-based, interactive, self-paced instruction through its Educational Services Division; Xerox's seminars; and Control Data's sale of educational services through various subsidiaries. Two physical characteristics that might affect learning in a computer school are density and privacy. Retail stores are not schools because they lack elements essential to an environment for disciplined learning—an authority structure that makes students subordinate to teachers, a formal method of evaluation, externally imposed incentives, and rewards. The instruction offered is a service rather than schooling. (YLB)

ED 241 752 CE 038 541
McIntyre, William A. Blankenstein, Ronald G.

Critical Student Factors in Successful Partnership Training: A Case Study.

Pub Date—May 84

Note—13p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Programs, Cooperative Planning, *Cooperative Programs, Educational Planning, Electronics, *Electronic Technicians, Employee Attitudes, Employer Attitudes, Institutional Cooperation, Outcomes of Education, Program Effectiveness, *Program Implementation, *Retraining, *School Business Relationship, Student Attitudes, Student Characteristics, Student Motivation, Technical Education, Two Year Colleges, Vocational Education

Identifiers—New Hampshire Vocational Technical College NH, Sanders Associates

A program is being conducted by New Hampshire Vocational-Technical College in partnership with Sanders Associates, Inc., a rapidly growing electronics company, to retrain Sanders employees as electronic technicians. The program, requiring 720 hours and taking 13 months to complete, allows students to acquire more than half the credits needed for an associate degree. Students in the program continue to work for Sanders 5 hours a day and attend classes at the college for 4 hours, four evenings a week. The college and company pay careful attention to selection of participants, scheduling, selection of instructors, evaluation of instructors, communications, student motivation, and student supportive services. As a result, the 13-month cycle has been completed twice with a student completion rate of more than 90 percent. Each course cycle has produced about 18 technicians for the Sanders company. The program has been a success as a result of careful planning of student services and consideration for students during implementation. Concern for students is a way of building success into a training program, as this experience shows. (KC)

ED 241 753 CE 038 543
Donchin, Gwyneth G.

Older Worker Attitudes toward Change and Challenge.

Pub Date—Aug 83

Note—7p.; Paper presented at the NATO Symposium: Aging and Technological Advances (Los Angeles, CA, August 22-26, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adoption (Ideas), *Change, Change Strategies, *Employee Attitudes, Employer Attitudes, *Employer Employee Relationship, *Mid-

die Aged Adults, Older Adults, Organizational Change, Retirement, *Technological Advancement, *Work Attitudes

Identifiers—*Older Workers

A task force from a high technology company recently conducted a nine-month study to determine the attitudes of older workers toward work, management, technological change, and productivity. Data were gathered from personnel files; an age audit was undertaken, and 4,000 employees were randomly interviewed. The workers were asked to offer opinions and solutions to the following: attitudes about aging; the performance/productivity, creativity and use of older workers; technical obsolescence; growth and development; retirement and retirement; and health. The data generated showed that 67 percent believed that management does not provide enough opportunity to stay up to date, especially for older employees; at the same time, 45 percent believed that management is not open to new ideas, and 47 percent felt that management did not care about its employees. Frustration arose from older workers' perception of intellectual underuse, with employees feeling that older workers spend their time on old projects, that management is not interested in using older workers, and that they are not trained in new technology. At no time during the study did resistance to change emerge; instead, older workers demanded change. The study concluded that older workers will accept change according to their degree of involvement in planning for it and their perception of management's intent. Fourteen recommendations were offered for companies to follow in dealing with older employees. (KC)

ED 241 754 CE 038 544
Varner, Walter E. Newcombe, Ellen I.

The Worksite Supervisor. Maryland State Dept. of Education, Baltimore. Div. of Instruction.

Pub Date—Sep 82

Note—21p.; Funded in part by the Maryland Department of Human Resources, Training and Employment Office, Special Projects Division.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, Adolescents, Competence, Crew Leaders, Disadvantaged Youth, *Employment Potential, Employment Problems, Employment Programs, Federal Legislation, Guidelines, *Job Skills, *Job Training, Personnel Evaluation, Problem Solving, *Supervision, Supervisors, *Supervisory Methods, Supervisory Training, Training Methods, *Work Experience Programs, Young Adults, Youth Employment

Identifiers—Comprehensive Employment and Training Act, Economic Opportunity Act, Manpower Development and Training Act

This manual is designed to help supervisors perform their duties, whether in the public or private sector or in a community organization. It provides information to help supervisors understand the individuals with whom they work, orient new workers to their jobs, plan and organize the work to be performed, assign and monitor tasks, conduct training sessions to provide work competencies, provide counseling to solve work-related problems, and certify time and attendance records. The information is organized into five sections, plus a bibliography. Sample forms are provided for a work site agreement, a statement of work, and a performance evaluation. The guidelines included in this manual were derived from a synthesis of the Comprehensive Employment and Training Act (CETA), statutes of the Manpower Development and Training Act and the Economic Opportunity Act, as well as from literature written in recent years to provide structure for supervisors who work in summer youth work-experience programs. The target populations for the work sites described in the acts and the literature were primarily disadvantaged youth. (KC)

ED 241 755 CE 038 545
Watson, Pete And Others

Basic Techniques of Blacksmithing: A Manual for Trainers.

CHP International, Inc., Oak Park, IL.; Farallones Inst. Rural Center, Occidental, CA.

Spons Agency—Peace Corps, Washington, D.C.

Pub Date—Aug 82

Contract—282-1003

Note—97p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, Adult Vocational Education, *Developing Nations, Handicrafts, Learning Activities, *Metals, *Metal Working, Objectives, Teaching Guides, *Trade and Industrial Education, *Welding

Identifiers—*Blacksmiths, *Peace Corps

Designed for trainers of Peace Corps Volunteers, this guide contains instructional materials for a training program in basic blacksmithing skills. The objective is to give volunteers a knowledge of metals and metalworking that will help them support rural communities in developing countries in their efforts to produce tools for agricultural and cottage industries. Introductory material covers program planning and program implementation. The training program is divided into 20 sessions occurring over a six-day period. Each session follows this format: title, total time, objectives, resources (attachments and suggested references), materials (suggested supplies and tools needed), procedures (steps to follow to meet objectives and an approximate time for each step), and attachments. Trainer notes appear throughout the session and serve to explain a procedure, provide information, and suggest options. The sessions cover orientation; assessing group resources; expectations of the training program; forge introduction; properties of metals; forging a blacksmith's cold chisel and hot punch, rings, African tang-type axe and field hoe, crosspeen hammer, cutting tools, and straight tongs, heat treating; eye hook and link; technology transfer; welding; forge brazing; open workshops; midprogram review; bellows and forge design; and program evaluation. A bibliography listing required texts and suggested resources is appended. (YLB)

ED 241 756 CE 038 546

Kulich, Jindra, Comp.

Adult Education in Continental Europe: An Annotated Bibliography of English-language Materials 1980-1982. Monographs on Comparative and Area Studies in Adult Education.

British Columbia Univ., Vancouver. Centre for Continuing Education; International Council for Adult Education, Toronto (Ontario).

Report No.—ISBN-0-88843-131-7

Pub Date—84

Note—182p; For a related document, see ED 221 744.

Available from—Centre for Continuing Education, University of British Columbia, Vancouver, BC, Canada V6T 2A4 (\$15.00).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adult Basic Education, *Adult Education, Adult Educators, *Adult Learning, Adult Literacy, Agricultural Education, Apprenticeships, Community Development, *Comparative Education, Consumer Education, Continuing Education, Correspondence Study, Educational Finance, Educational History, Educational Research, Educational Television, *English Curriculum, Extension Education, Library Extension, Lifelong Learning, Military Training, Museums, Physical Education, Postsecondary Education, Religious Education, Retirement, Retraining, Secondary Education, State Programs, Trade and Industrial Education, Vocational Education, Womens Education

Identifiers—*Europe, *Scandinavia

This bibliography contains 682 listings covering English language materials on adult education in Europe published during 1980-82. Materials were chosen in accord with a broad definition of adult education that includes vocational education for adults; training in business and industry; adult secondary and postsecondary study; activities of museums, art galleries, and libraries; along with liberal adult education through university extension and evening classes or through voluntary associations. Materials selected are readily accessible. The bibliography is organized by country, with a section on Europe and a section on Scandinavia. Within each country's section, the bibliography is subdivided into categories of the various institutions, methods and techniques, and subject matter with each source listed fully as the main entry in the applicable major subcategory and cross-referenced by number under any other applicable subcategory. A subject index lists all entries by subcategories and by countries. A list of periodicals searched systematically for materials is included. (Materials from the British Isles are not included in this bibliography, since they are available in other sources.) (KC)

ED 241 757

Jacobs, C. O.

An Evaluation of a Welding Fumes Exhaust System. Agricultural Experiment Station Research Report 284.

Arizona Univ., Tucson. Agricultural Experiment Station.

Pub Date—Oct 83

Note—24p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Agricultural Education, Agricultural Engineering, Costs, *Energy Conservation, *Equipment Evaluation, Equipment Standards, Heating, Labor Standards, *Occupational Safety and Health, Secondary Education, *Ventilation, Vocational Education, *Welding

Identifiers—Arizona

A study evaluated the feasibility of introducing unheated outside air into the airstream of a cross-flow welding exhaust system to reduce heating energy costs of a school welding laboratory. The physical facility used was the agricultural mechanics laboratory at the University of Arizona, which is similar to facilities in which instruction in agricultural mechanics is conducted in Arizona high schools offering vocational agriculture. An air change system was incorporated into the existing welding fume exhaust system and evaluated on its ability to conserve heat energy, to complement and enhance the efficiency of the cross-flow system, and to capture and exhaust welding fumes. Data analyses revealed that heat loss from the welding laboratory was reduced approximately 48 percent. The air charge system complemented the cross-flow exhaust system by increasing the capture velocity of airflow toward the intake boot of the system at the surface of the welding table. When maximum air charge was used, the amount of iron oxide breathed by the student welder was reduced by 23 percent compared to the amount inhaled when welding fumes were exhausted only by the cross-flow ventilating system. (YLB)

ED 241 758

Hughes, Ruth P.

Secondary Vocational Education: Imperative for Excellence. Information Series No. 277.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—84

Contract—300-83-0016

Note—46p; For related documents, see CE 038 535-539.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (IN277-\$4.95).

Pub Type—Reports - Evaluative (142) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Improvement, Educational Needs, *Educational Policy, Educational Quality, Exceptional Persons, Federal Legislation, *Federal Programs, *Government Role, *High Achievement, Policy Formation, Program Improvement, Secondary Education, *Vocational Education

Since vocational education is part of the secondary educational system, a system that is presently under close scrutiny and looking for ways to improve, it is appropriate to determine what the federal role might be in helping to achieve excellence in secondary vocational education. Federal policy has helped to shape secondary vocational education since the first legislation in 1917, the Smith-Hughes Act, mandated programs for students not well-served by a college oriented academic program. Although this mission is still important to vocational education, more program areas are federally funded today with an increasing emphasis on services to special populations. To achieve excellence in vocational education, four policy alternatives are suggested: (1) productivity enhancement, (2) integration of vocational and academic programs, (3) allocation of funds to special needs populations, and (4) modification and continuation of the present pattern. The preferred alternative is to integrate vocational and academic programs. This policy option, addressing directly the imperative for excellence in secondary vocational education, provides career exploration and employability for all students, yet re-

CE 038 547

tains the opportunity for employment preparation during the later years of secondary education. (KC)

ED 241 759

Berry, Dale W., Feldman, Mona A.

Overcoming Obstacles to Full Participation of Trainees in Bilingual Vocational Training Programs. Final Report.

Miranda (L.) and Associates, Bethesda, Md.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—Dec 83

Contract—300-82-0151

Note—165p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Access to Education, *Adult Programs, *Adult Vocational Education, *Bilingual Education, Bilingual Education Programs, Educational Research, Federal Programs, Job Training, *Limited English Speaking, *Participation

This study examines obstacles faced by limited English-speaking adults in bilingual vocational training projects. Methods and procedures used in nine federally funded bilingual vocational training projects to resolve the identified obstacles are documented, and their usefulness is assessed. The purpose and background of the study are first surveyed. The obstacles to trainee participation encountered in the projects are then identified. The discussion next focuses on selected aspects of planning that enable project staff to identify and prevent potential obstacles to participation among prospective trainees and on mechanisms and procedures for identifying obstacles during outreach, screening, and recruitment; during intake; in the classroom or on the work site; and through trainee counseling. These attendance obstacles are cited and resolutions for each are presented: personal and family problems, health problems, transportation problems, lack of housing, and lack of financial resources. Discussion follows of these instructional obstacles and available resolutions: adapting instruction to trainees' levels, difficulties resulting from absences, adapting to styles of trainee participation, inappropriateness of instructional materials, trainees' anxieties about training, and inappropriate behavior. Suggestions are made for mechanisms and procedures to identify, prevent, and resolve obstacles to participation on a systematic basis. Appendixes include project descriptions and a bibliography. (YLB)

ED 241 760

CE 038 560

Making Partnerships Work: Career Guidance and Work Related Education and Training. Proceedings of a National Invitational Conference (Arlington, Virginia, November 7-8, 1983).

American Association for Counseling and Development, Alexandria, VA.

Spons Agency—National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.

Pub Date—Nov 83

Note—103p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Education, *Career Guidance, Career Planning, Conference Proceedings, *Cooperative Programs, Decision Making, Employees, Guidance Programs, *Job Training, Labor Problems, School Business Relationship, *Staff Development, *Vocational Education

These proceedings from a national invitational conference on partnerships between career guidance and work-related training contain 18 presentations. Welcoming remarks are followed by the opening address that touches upon broad contextual issues that are important as a rationale for, and as part of, the process of making partnerships work. The next four presentations offer perspectives from education, labor, and business on reasons for working partnerships. Focus of the five following presentations is on approaches to working partnerships. They include a description of the Employee Development and Training Program jointly administered by the Ford Motor Company and the United Auto Workers of America; an overview of Community Collaboration for Improving Career Guidance Programs; specifics on the Improve Career Decision Making Project; information on Project Link, a career decision-making project; two discussions of the use of governmental resources to provide career guidance and training to the unemployed; a descrip-

tion of local career guidance and training to the unemployed; and a description of local career guidance programming in the District of Columbia Public Schools. The keynote address forecasts trends as seen by a congressman. Two papers follow on perspectives from labor and business on workers' needs and responsive career guidance. The final three presentations present highlights of two small group discussions and an open forum. (YLB)

ED 241 761 CE 038 561

Akridge, Robert L. And Others

Interpersonal Skills Training. Basic Helping Skills for Rehabilitation Workers. Trainer's Manual.

Arkansas Univ., Fayetteville. Arkansas Rehabilitation Research and Training Center.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date—May 78

Grant—16-P-56812-RT-13

Note—152p; For related documents, see CE 038 562-564.

Available from—Publications Dept., Arkansas Rehabilitation Research and Training Center, P.O. Box 1358, Hot Springs, AR 71902 (#1111-\$4.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Behavioral Objectives, *Counseling Techniques, *Counselors, *Counselor Training, *Helping Relationship, Human Services, *Interpersonal Competence, Learning Activities, Personnel, Pretests Posttests, *Skill Development, Staff Development, Teaching Guides, Vocational Education, *Vocational Rehabilitation

This trainer's manual is part of a set of training materials developed to help vocational rehabilitation workers improve their basic helping skills. It provides comprehensive instructions for conducting a three and one-half day training program focused on developing helping and counseling skills. Part 1 concentrates on training methodology, covering how to provide interpersonal skills training and eighteen principles of systematic training. Other contents include a group barometer to gauge emotional arousal, suggestions for the physical setting, and information on the importance of positive reinforcement. Part 2 contains five training modules on engaging, attending, responding, personalizing, and initiating. Materials in each module may include time requirements, objectives, suggested lecture points, and trainee activities with instructions for both the trainer and trainees. A pretest is provided in the first module and a posttest in the last. Sheets with helpee stimulus statements follow a bibliography. (YLB)

ED 241 762 CE 038 562

Akridge, Robert L. And Others

Interpersonal Skills Training. Basic Helping Skills for Rehabilitation Workers. A Workshop Primer.

Arkansas Univ., Fayetteville. Arkansas Rehabilitation Research and Training Center.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date—May 78

Grant—16-P-56812-RT-13

Note—94p; For related documents, see CE 038 561-564.

Available from—Publications Dept., Arkansas Rehabilitation Research and Training Center, P.O. Box 1358, Hot Springs, AR 71902 (#1112-\$2.50).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Autoinstructional Aids, Behavioral Objectives, *Counseling Techniques, Counselors, *Counselor Training, *Helping Relationship, Human Services, *Interpersonal Competence, Personnel, *Skill Development, Staff Development, Vocational Education, *Vocational Rehabilitation

This workshop primer is part of a set of training materials developed to help vocational rehabilitation workers improve their basic helping skills. Designed for trainees to receive two weeks prior to attending an interpersonal skills (IPS) training group, this self-instructional booklet has three purposes: to build motivation for IPS training, to teach essential concepts, and to begin skill building activities. Part 1 begins with a description of IPS training and information on how to prepare oneself. Helper response styles are then considered. An exercise helps to familiarize the trainee with the various types, and emphasis is placed on person-centered

responses. Next, information and an exercise on determining another person's communication objectives are provided. Guidelines for making person-centered responses are followed by examples and discussion of counselor/client responses. An exercise to explore one's personal construct system concludes part 1. The focus of part 2 is on facilitating behavioral change. It begins with a description of the information processing model of human behavior. The process of helping is then explained by dealing with the exploration, understanding, and action phases individually. Empathic responding is the final topic discussed. (YLB)

ED 241 763 CE 038 563

Akridge, Robert L. And Others

Interpersonal Skills Training. Basic Helping Skills for Rehabilitation Workers. A Participant's Manual.

Arkansas Univ., Fayetteville. Arkansas Rehabilitation Research and Training Center.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date—May 78

Grant—16-P-56812-RT-13

Note—82p; For related documents, see CE 038 561-564.

Available from—Publications Dept., Arkansas Rehabilitation Research and Training Center, P.O. Box 1358, Hot Springs, AR 71902 (#1011-\$1.50).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Behavioral Objectives, *Counseling Techniques, Counselors, *Counselor Training, *Helping Relationship, Human Services, *Interpersonal Competence, Learning Activities, Personnel, Pretests Posttests, *Skill Development, Staff Development, Vocational Education, *Vocational Rehabilitation, Workbooks

This participant's manual is part of a set of training materials developed to help vocational rehabilitation workers improve their basic helping skills. It is intended to facilitate note taking and retention of information and to increase active responding of trainees. Introductory materials include a pretest and a summary of the interpersonal skills model of helping. Materials are arranged into three sections. Within each section are information and response forms needed in the training, space for notes, and learning accelerators, occasional suggestions about ways to increase the rate of learning. The first section on attending to needs covers body language, listening to the helpee, identifying and responding to feelings, rating helper responses, empathic responding with expressiveness and intensity, and summary feeling statements. Topics in section 2 on personalizing include use of the facilitation scale to rate helper responses and the schedule of experiencing scales to rate helpee responses, immediacy of experiencing, concreteness and specificity, and empathic responding with variety. The third section on initiating deals with immediacy of relationships, confronting the helpee's discrepancies, and personalizing. A posttest is provided. (YLB)

ED 241 764 CE 038 564

Akridge, Robert L. And Others

Interpersonal Skills Training. Basic Helping Skills for Rehabilitation Workers. A Follow-up Package.

Arkansas Univ., Fayetteville. Arkansas Rehabilitation Research and Training Center.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date—May 78

Grant—16-P-56812-RT-13

Note—82p; For related documents, see CE 038 561-563.

Available from—Publications Dept., Arkansas Rehabilitation Research and Training Center, P.O. Box 1358, Hot Springs, AR 71902 (#1052-\$2.00).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Counseling Techniques, Counselors, *Counselor Training, *Helping Relationship, Human Services, *Interpersonal Competence, Personnel, *Self Evaluation (Individuals), Skill Development, Staff Development, Vocational Education, *Vocational Rehabilitation

This participant's manual is part of a set of training materials developed to help vocational rehabilitation workers improve their basic helping skills. It contains reading materials to assist trainees in developing a clear concept of the helping model and

self-critiquing exercises to help them integrate their new skills into particular work settings. Part 1 contains the self-critiquing exercises with directions for tape recording one's responses on the facilitation scale and plotting them on the facilitation graph. Forms are provided for rating the client's responses on self-directive behavior, self-revealing behavior, and internalization/externalization of behavior. Part 2 is a review of the facilitative conditions essential for helping. It defines empathy, respect, genuineness, self-disclosure, personally relevant concreteness and specificity, immediacy of relationships, and confrontation in terms of specific helper behaviors and attitudes. Scales for measuring each of these dimensions are presented, and specific examples to illustrate high and low levels of each condition are included. Counselor/client excerpts illustrating common mistakes helpers make are appended. (YLB)

ED 241 765 CE 038 567

Assisting Students in Accessing...Apprenticeship Programs. A Guide for the Apprenticeship School Linkage Program.

Maryland State Dept. of Education, Baltimore. Div. of Instruction.

Pub Date—83

Note—72p; Partly funded through the Governor's Special Grant Program, administered by the Maryland Department of Human Resources.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Apprenticeships, Career Exploration, *Career Guidance, *Career Planning, Secondary Education, Secondary School Students, *Trade and Industrial Education, Vocational Education

This guide is intended to assist professionals in helping students explore apprenticeship as one alternative for entry into the work force. Additionally, it provides the processes for acquiring and registering in an apprenticeship program. The introduction focuses on the Apprenticeship-School Linkage Project; benefits for students, schools, and employers; and objectives of the Maryland Project. Guidelines for the Maryland apprenticeship system follow. Requirements for entrance into an apprenticeship program are also listed. Eight steps are then described that are a suggested sequence in the guidance, career decision-making process leading to an apprenticeship program placement for individual students. This information for students is provided: what to expect, how apprenticeship programs operate, student responsibilities, and what an apprenticeship can do. The components of the apprenticeship agreement are then discussed, followed by some guidance questions and answers. Concluding the guide are a bibliography and these appendices: a glossary; addresses of local, state, and federal resources; a list of apprenticeship occupations; sample forms; and a list of references. (YLB)

ED 241 766 CE 038 570

Lindblad, Carl Druben, Laurel

Small Farm Grain Storage. Appropriate Technologies for Development. Manual M-2.

Burton International School, Detroit, MI.

Pub Date—Sep 76

Note—564p; Produced in conjunction with Volunteers in Technical Assistance (VITA). Manual has alternative series number of 35E.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF02/PC23 Plus Postage.

Descriptors—Adult Education, *Adult Farmer Education, Agricultural Education, Agricultural Production, *Developing Nations, Farmers, *Grains (Food), Instructional Materials, *Pests, *Storage, Vocational Education

Identifiers—*Small Farms

Designed as a working and teaching tool for development workers in their field activities, this manual combines in one volume the basic principles of grain storage and the practical solutions currently being used and tested around the world to combat grain storage problems. Each of six sections begins with informative material on the topic to be discussed and provides other types of materials with suggestions for their use. The sections cover the grain storage problem; grain as a living thing; grain, moisture, and air; preparing grain for storage; grain dryer models; enemies of stored grain (insects and rodents); and storage methods. Materials may be used to lead discussions with farmers and village leaders. Suggestions are given for demonstrations and experiments to illustrate grain storage principles to farmers. Some material is prepared in the

form of illustrated leaflets for use directly with a farmer or for adaptation as needed. Some construction plans are fully illustrated for farmer use. Others are written and can be translated. Material useful for small-scale farmers is simplified and prepared in checklist or handout form. Appendixes include examples of different ways to present grain storage information from Asia, Africa, and South America; information on moisture meters; material on use of insecticides; waterproofing methods; and a bibliography. (YLB)

ED 241 767 CE 038 571

Lindblad, Carl J.

Programming and Training for Small Farm Grain Storage. Appropriate Technologies for Development. Manual No. M-2B.

Burton International School, Detroit, MI.

Pub Date—Sep 81

Note—111p; For a related document, see CE 038 570.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Education, *Adult Farmer Education, Agricultural Education, Agricultural Production, Autoinstructional Aids, Behavioral Objectives, *Developing Nations, Economic Development, Farmers, *Grains (Food), Instructional Materials, Learning Activities, Pests, Program Development, *Program Implementation, *Storage, Vocational Education

Identifiers—*Peace Corps, *Small Farmers

This handbook for Peace Corps agricultural programmers, trainers, and volunteers is designed to aid them in identifying storage problems and devising solutions to them. Part 1 covers grain storage project programming. Information provided for the volunteers involved in grain storage projects includes project goals and objectives as well as methods to assess local government interest and to investigate local storage conditions. Development of a strategy for volunteer involvement in postharvest project activities is discussed. The determination of program support needs and integration of storage project activities with rural development efforts are also considered. Local and international programming and training resources are suggested. Part 2 includes 11 training subject areas for use in storage program training sessions or in volunteer self-instruction. They are: grain and grain storage in the world food supply, movement of grain from harvest to consumer, physical properties of grain, moisture and its measurement, factors that threaten good preservation of grain, grain drying, insects and control, rodents and control, recognition of storage problems, design and field testing of improved storage technologies. For each area this information is provided: major subject areas, training objectives, suggested resources, suggested training exercises, and informative material. A project report is appended. (YLB)

ED 241 768 CE 038 572

Resources for Development. Appropriate Technologies for Development. Manual M-3A.

Peace Corps, Washington, DC. Information Collection and Exchange Div.

Spons Agency—Peace Corps, Washington, D.C.

Pub Date—Jul 81

Contract—79-043-1029

Note—221p; Based on "Resources for Development Agents," David Tyler, 1977, ICE Manual 3. Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Abstracts, Annotated Bibliographies, Community Education, *Community Resources, *Developing Nations, Guidelines, Periodicals, Postsecondary Education, *Public Agencies, *Resource Materials, Rural Areas, *Rural Development, Rural Education, *Voluntary Agencies, Volunteers

This manual is designed to provide communities and development workers in the developing world with information about some organizations that provide resources for use in rural developmental efforts. Discussed in the introductory section of the guide are the role of the development worker in Third World nations, types of resources, procedures for designing a project, guidelines for choosing appropriate resources, and basic steps in obtaining resources. The next chapter is an index chart consisting of an alphabetical list of organizations that includes information on the organization's region or country of operation, available resources,

and field of activity. The next section is an alphabetical listing of organizations according to the country in which their main office is located. When available, each entry in this section contains information concerning the address, basic functions, selected activities, resources, and significant publications of each organization. Concluding the guide are a selected annotated bibliography on appropriate technology and an annotated list of useful periodicals for development workers. (MN)

ED 241 769

CE 038 573

Gallant, Peter

Self-Help Construction of 1-Story Buildings. Appropriate Technologies for Development. Program & Training Journal Manual Series, Number 6.

Peace Corps, Washington, DC. Information Collection and Exchange Div.

Pub Date—77

Note—245p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Building Design, *Construction (Process), *Construction Materials, Developing Nations, Estimation (Mathematics), Extension Education, Guidelines, Measurement, Metric System, Postsecondary Education, Rural Areas, Rural Development, *Rural Education, Site Development, Structural Elements (Construction), *Trade and Industrial Education, Volunteers, Volunteer Training

This manual is designed to assist Peace Corps field workers who have little or no construction experience in helping communities or families to construct one-story buildings. Discussed in a chapter on basic planning and design are site and position; size, shape, and floor plan; and construction materials. The next chapter is a detailed examination of the process of planning for construction that includes information dealing with planning foundations, floors, walls, windows, doors, and roofs. Outlined next are procedures for setting or laying out foundations and for constructing foundation floors, floors, walls, windows, doors, and roofs. The remaining three chapters describe techniques for construction with bamboo, erection of lattices, and construction in earthquake areas. Appended to the manual are instructions for verifying the stability of a proposed site, drawing floor plans, and estimating amounts of concrete and building materials as well as reference tables for concrete construction, a chart of metric measurements, sources of further information, and directions for thinking in terms of "human measuring pieces" (human proportions) to design room sizes and floor plans. (MN)

ED 241 770

CE 038 574

Brush, Richard E.

Wells Construction. Hand Dug and Hand Drilled. Appropriate Technologies for Development. Manual M-9.

Peace Corps, Washington, DC. Information Collection and Exchange Div.

Pub Date—Sep 82

Note—294p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Construction (Process), *Construction Materials, Developing Nations, *Extension Education, Guidelines, Hand Tools, Machine Tools, Planning, Postsecondary Education, *Rural Development, Rural Education, Site Development, Tables (Data), Trade and Industrial Education, Volunteers, Volunteer Training, *Water Resources

Identifiers—*Wells

This manual is intended for use by development workers involved in the construction of wells to supply water to a local population for personal consumption. Discussed first are the basic points to consider when planning a well. Various aspects of constructing hand-dug wells are explained, including well design, supplies, the lowering and raising of workers and equipment, digging, lining techniques, construction of the middle section of a well, and construction of the bottom of a well. Addressed in the chapter on drilled wells are drilling and casing techniques; the hand rotary, hand percussion, sludger, and driven and jetted methods of well construction; and the bottom section of a drilled well. Appendixes to the manual include conversion factors and tables as well as discussions of the use of vegetation as an index of ground water, the uses of dynamite in hand-dug wells, cement, leveling and plumbing a mold, pipe, pumps, water treatment in

wells, and rope strength. (MN)

ED 241 771

CE 038 575

French, Kenneth M.

Practical Poultry Raising. Appropriate Technologies for Development. Manual M-11.

Peace Corps, Washington, DC. Information Collection and Exchange Div.

Spons Agency—Peace Corps, Washington, D.C.

Pub Date—Apr 81

Contract—79-043-1029

Note—236p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Agribusiness, *Agricultural Education, *Agricultural Production, Agricultural Skills, *Animal Husbandry, Annotated Bibliographies, Developing Nations, Equipment Utilization, Evaluation Criteria, Extension Education, Facility Guidelines, Farm Management, Financial Support, Guidelines, *Livestock, Marketing, Money Management, Nutrition, Postsecondary Education, *Rural Development, Rural Education, Vocational Education, *Volunteers, Volunteer Training

Identifiers—Chickens, *Poultry

This manual is designed to provide development workers with the information and tools needed to begin or to improve poultry production. Covered in the individual chapters are the following topics: the nature and scope of poultry production, assessment of local poultry selections, basic information about chickens, country chickens, poultry husbandry, housing and equipment, maintenance of chicken health, feed and nutrition, poultry marketing and finances, and poultry extension. Appendixes to the manual include an examination of housing designs, discussions of poultry other than chickens, farmer-specific assessment criteria, a feed formulation chart, feed requirements, and a bibliography. A glossary concludes the manual. (MN)

ED 241 772

CE 038 576

Watson, Peter R.

Animal Traction. Appropriate Technologies for Development. Manual M-12.

Peace Corps, Washington, DC. Information Collection and Exchange Div.

Spons Agency—Peace Corps, Washington, D.C.

Pub Date—Sep 82

Contract—79-043-0129

Note—245p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Agricultural Education, Agricultural Machinery, *Agricultural Production, Agricultural Skills, *Animal Husbandry, Annotated Bibliographies, Developing Nations, Disease Control, Diseases, Equipment Utilization, *Extension Education, Guidelines, *Livestock, Nutrition, Postsecondary Education, Program Development, Program Implementation, Rural Areas, *Rural Development, Rural Education, Vocational Education, Volunteers, Volunteer Training

Identifiers—Africa, *Animal Traction

This manual is designed for use by Peace Corps volunteers and agricultural extension personnel working in animal traction development programs. While some of the information contained in the manual is specific to the extension of animal-powered agriculture in Africa, the principles covered are generally applicable wherever the method is being used or introduced. Examined in the individual chapters are draft animal selection, animal husbandry, the training of draft animals, yokes and harnesses, hitching, field operations and implements, economic and technical assistance, and animal traction extension. Appendixes to the guide include information on animal power, animal nutrition, disease recognition and control, workshop and spare parts inventory, animal traction instructional forms, and draft animals used in Africa. Concluding the manual are an annotated bibliography, a list of resources, and a glossary. (MN)

ED 241 773

CE 038 577

Leonard, David

Traditional Field Crops. Appropriate Technologies for Development.

Peace Corps, Washington, DC. Information Collection and Exchange Div.

Spons Agency—Peace Corps, Washington, D.C.

Pub Date—Dec 81

Contract—79-043-0129

Note—398p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—*Agricultural Education, *Agricultural Production, Agricultural Skills, Agronomy, Annotated Bibliographies, Developing Nations, *Extension Agents, Extension Education, Fertilizers, *Field Crops, Guidelines, Harvesting, Herbicides, Horticulture, Land Use, Measurement, Pesticides, Pests, Postsecondary Education, *Rural Development, Rural Education, Soil Conservation, Soil Science, Vocational Education, *Volunteers, Volunteer Training

This manual, primarily designed to help Peace Corps volunteers develop and strengthen their agricultural skills, deals with traditional field crops. The focus of the manual is on surveying and interpreting local agricultural environment and individual farm units, developing agricultural extension techniques and practices, and providing basic hands-on and technical skills for extension workers in operations from farm land preparation through harvest. Covered in the individual chapters of the guide are the agricultural environment; reference crops; planning and preparation; soil fertility and management; pest and disease control; and harvesting, drying, and storage of crops. Appendixes to the manual include a list of common units of measurement and conversion; guidelines for conducting field trial result tests and demonstration plots, structural analysis, and soil samples; directions for using pesticides and herbicides; suggestions for troubleshooting common crop problems; lists of hunger signs in reference crops; and a discussion of planting skills for field extension workers. Concluding the manual are a glossary, bibliography, and list of references. (MN)

ED 241 774

CE 038 578

Vaughan, Gary L.

Guidelines for Management Consulting Programs for Small-Scale Enterprise. Appropriate Technologies for Development. Manual M-14.

Peace Corps, Washington, DC. Information Collection and Exchange Div.

Pub Date—Dec 81

Contract—81/487-3740

Note—229p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Annotated Bibliographies, *Business Administration, Case Studies, Check Lists, *Developing Nations, Entrepreneurship, Guidelines, Instructional Materials, Postsecondary Education, Program Descriptions, Program Development, Program Guides, Program Implementation, Questionnaires, Records (Forms), Rural Areas, *Rural Development, Rural Education, *Small Businesses, Technical Assistance, Volunteers, Volunteer Training

This manual is designed to assist management consultants in working with small-scale entrepreneurs in developing countries. Addressed in an overview of the small-scale enterprise (SSE) are the role of the SSE in third world development, problems of SSEs, and target firms. The second chapter deals with various forms of management assistance to SSEs, including general considerations in management consulting and program approaches to SSE management assistance. Examined in a discussion of management assistance to target firms are the implementation experience of the Tulua Management Consulting Program in Colombia, guidelines for seminars for SSE managers and employees, suggestions for providing consulting assistance to target firms, and work related to management consulting. Appendixes to the manual include sample seminar and teaching aids, aids for conducting a management consultancy, and resources for management consulting to SSEs. (MN)

ED 241 775

CE 038 579

Gentry, Curtis

Small Scale Beekeeping. Appropriate Technologies for Development. Manual M-17.

Peace Corps, Washington, DC. Information Collection and Exchange Div.

Pub Date—Dec 82

Contract—81-043-1028

Note—222p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Agricultural Education, *Agricultural Production, Agricultural Skills, *Animal Husbandry, Annotated Bibliographies, Developing Nations, Diseases, Entomology, Equipment Utilization, *Extension Education, Guidelines, Pesticides, Pests, Postsecondary Education, Rural

Areas, *Rural Development, Rural Education, Volunteers, Volunteer Training

Identifiers—*Beekeeping, Bees

This manual is designed to assist Peace Corps volunteers in the development and implementation of small-scale beekeeping programs as a tool for development. Addressed in the individual chapters are bees and humans; project planning; the types and habits of bees; the essence of beekeeping; bee space and beehives; intermediate technology beekeeping; high-tech beekeeping; hive products; and diseases, pests, and insecticides. Appendixes to the manual include an annotated bibliography, hive plans, equipment plans, a list of uses for beeswax, directions for making an artificial swarm, and a transparency master detailing honeybee anatomy. (MN)

ED 241 776

CE 038 580

Gibbons, Michael J. Schroeder, Richard

Agricultural Extension. Appropriate Technologies for Development. Manual M-18.

Peace Corps, Washington, DC. Information Collection and Exchange Div.

Pub Date—Jul 83

Note—280p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Agricultural Education, *Agricultural Skills, Case Studies, *Cooperatives, Developing Nations, Educational Resources, *Extension Education, Farm Management, Participative Decision Making, Postsecondary Education, *Program Development, Program Evaluation, Program Implementation, Record-keeping, *Rural Extension, Vocational Education, Voluntary Agencies, Volunteers, Volunteer Training

This manual, developed for training Peace Corps volunteers for service in developing countries, explains the process of agricultural extension and provides practical guidance on carrying out an agricultural extension program. The manual is organized into six chapters. The first chapter explains what agricultural extension is and how it is used in the Peace Corps. The second and third chapters concentrate on background information for beginning and carrying out an agricultural extension program. Information is given on resources, planning, record keeping and providing direct and indirect services to farmers. In the fourth chapter, suggestions for conducting farmer training are given, with emphasis on teaching methods and materials. The fifth chapter explains how to organize a farm cooperative, including group dynamics, training leaders, and defining issues and tasks. In the final chapter, management and evaluation of an agricultural extension program are discussed. Appendixes to the manual present comparative case studies, information on technical manuals and extension training, and a bibliography and resource list. (KC)

ED 241 777

CE 038 581

Crop Production Handbook for Peace Corps Volunteers. Appropriate Technologies for Development. Reprint R-6.

Spons Agency—Peace Corps, Washington, DC. Information Collection and Exchange Div.

Pub Date—Sept 82

Contract—PC-73-1034

Note—155p.; Prepared by Development and Research Corp.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Agricultural Education, *Agricultural Production, *Agricultural Skills, Agricultural Supplies, Agriculture, *Agronomy, Botany, Definitions, Entomology, Fertilizers, *Field Crops, *Grains (Food), Guidelines, Harvesting, Herbicides, Insecticides, *Land Use, Pesticides, Pests, Plant Growth, Plant Pathology, Postsecondary Education, Soil Conservation, Soil Science, Vocational Education, Voluntary Agencies, Volunteers, Volunteer Training, Weeds

This manual, prepared for use by Peace Corps volunteers, provides background information and practical knowledge about crop production. The manual is designed to convey insights into basic crop production, principles, and practices. Primary emphasis is given to providing explanations and illustrations of soil, plant, and water relationships as they affect crop production. The content is presented in as nontechnical language as possible. Each of the seven units of the text are complete, substantially self-contained, and provide information, tables, and illustrations. The units cover the following topics: soils, plants, entomology, cereal crops, pulse

crops, sugar and fiber crops, and oil crops. A glossary of terms used in agronomy completes the manual. (KC)

ED 241 778

CE 038 582

Leonard, Dave

Soils, Crops and Fertilizer Use. A What, How and Why Guide. Appropriate Technologies for Development. Reprint R-8.

Peace Corps, Washington, DC. Information Collection and Exchange Div.

Pub Date—Feb 80

Note—171p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Agricultural Education, *Agricultural Production, Agricultural Safety, *Agricultural Skills, *Agricultural Supplies, Agriculture, Agronomy, Botany, Entomology, *Fertilizers, *Field Crops, Grains (Food), Guidelines, Harvesting, Land Use, Pests, Plant Growth, Plant Pathology, Postsecondary Education, *Soil Conservation, Soil Science, Vocational Education, Voluntary Agencies, Volunteers, Volunteer Training, Weeds

This manual, prepared for use by Peace Corps volunteers in developing countries, has been designed as an on-the-job reference for soil management and fertilizer use at the small farmer level. It provides information on yield-boosting techniques, especially in the areas of soil conservation, organic and chemical fertilizer use, and the safe and appropriate use of agricultural chemicals. The text is written in a "how to" format, in as nontechnical language as possible, and takes a problem-solving approach to soil management and fertilizer use. Organized into nine sections, the text covers the following topics: soil basics, spotting and fixing soil physical problems, seedbed preparation, soil fertility basics, determining fertilizer needs, how to use organic fertilizers and soil conditioners, chemical fertilizers, liming soils, and salinity and alkalinity problems. An appendix to the manual provides conversion tables, composition of common fertilizers, information on soil moisture content, erosion control approaches, and hunger signs in common crops. (KC)

ED 241 779

CE 038 583

Ronan, Michael W. Noronha, Augusto A.

Accounting for the Microbusiness: A Teaching Manual. A Handbook for Volunteers. Appropriate Technologies for Development. Reprint R-23B.

Peace Corps, Washington, DC. Information Collection and Exchange Div.

Pub Date—Sept 82

Note—93p.; For the Spanish version of this document, see CE 038 584.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Accounting, Behavioral Objectives, *Business Administration, *Business Education, Business Skills, Classroom Techniques, Developing Nations, Followup Studies, Guidelines, Interviews, Lesson Plans, Postsecondary Education, Program Implementation, *Recordkeeping, Records (Forms), *Rural Development, Rural Education, *Small Businesses, Teaching Methods, Volunteers, Volunteer Training

Identifiers—*MICRON Accounting System

This manual is designed as a tool for development workers to use in teaching the MICRON accounting system to persons in developing areas. (Developed by a Peace Corps volunteer in Colombia, MICRON is a simplified accounting system that is intended for use in small businesses.) The first chapter of the manual is devoted to an overview of the nature and scope of the MICRON system. Included in a chapter on teaching the MICRON system are a detailed teaching plan; guidelines for conducting an introductory interview with small business owners; four lessons dealing with understanding and utilizing the MICRON system; and guidelines for installing the system, conducting follow-up visits, and elaborating and using financial statements. Examples of financial statements are provided. Covered in the remaining chapters are additional controls, odd entries, and didactic aids. (MN)

ED 241 780

CE 038 584

Ronan, Michael W.

Contabilidad para la Micro Empresa. Manual de Enseñanza (Accounting for the Microbusiness: A Teaching Manual). Appropriate Technologies for Development. Reprint No. R-23.

Peace Corps, Washington, DC. Information Collection and Exchange Div.

Pub Date—Mar 81

Note—94p; For the English version of this document, see CE 038 583.

Language—Spanish

Pub Type—Guides - Classroom - Teacher (052) - Translations (170)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Accounting, Behavioral Objectives, *Business Administration, *Business Education, Business Skills, Classroom Techniques, Developing Nations, Followup Studies, Guidelines, Interviews, Lesson Plans, Postsecondary Education, Program Implementation, *Recordkeeping, Records (Forms), *Rural Development, Rural Education, *Small Businesses, Teaching Methods, Volunteers, Volunteer Training

Identifiers—MICRON Accounting System

This manual, the Spanish translation of a guide on accounting for microbusinesses, is designed as a tool for development workers to use in teaching the MICRON accounting system to persons in developing areas. (Developed by a Peace Corps volunteer in Colombia, MICRON is a simplified accounting system that is intended for use in small businesses.) The first chapter of the manual is devoted to an overview of the nature and scope of the MICRON system. Included in a chapter on teaching the MICRON system are a detailed teaching plan; guidelines for conducting an introductory interview with small business owners; four lessons dealing with understanding and utilizing the MICRON system; and guidelines for installing the system, conducting follow-up visits, elaborating financial statements, and using financial statements. Examples of financial statements are provided. Covered in the remaining chapters are additional controls, odd entries, and didactic aids. (MN)

ED 241 781

CE 038 585

Sammatara, Diana

Lesson Plans for Beekeeping in the Philippines. Appropriate Technologies for Development. Reprint R-32.

Peace Corps, Washington, DC. Information Collection and Exchange Div.

Pub Date—Sep 81

Note—69p; Light type may not reproduce well. Prepared for Bee Training Seminar at National Rural Life Center, (Palapala, Cavite, Philippines, April 1978).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Agricultural Education, *Agricultural Production, *Agricultural Skills, Agricultural Supplies, Agriculture, Entomology, Guidelines, *Learning Activities, Lesson Plans, Marketing, Postsecondary Education, Vocational Education, Voluntary Agencies, Volunteers, Volunteer Training

Identifiers—*Beekeeping, Bees, Philippines

This set of lesson plans, prepared for use by Peace Corps volunteers in the Philippines, has been designed as a step-by-step guide to teaching beekeeping. Each of the eight lesson plans contained in the manual consists of an objective, time requirements, materials needed, and information about various aspects of beekeeping. Lessons are illustrated with line drawings. The lesson plans cover the following topics: construction of equipment necessary for beekeeping, requirements for obtaining bees, handling bees, colony management and seasonal manipulations, the bee colony and races of bees, problems in Philippine beekeeping, selection and rearing of queens for stock improvement, and marketing hive products. Plans for making various hives and equipment are included in the lesson plans. (KC)

ED 241 782

CE 038 587

Morris, Michael L., Ed.

Rice Production. A Training Manual and Field Guide to Small-Farm Irrigated Rice Production. Appropriate Technologies for Development. Reprint No. R-40.

Peace Corps, Washington, DC. Information Collection and Exchange Div.

Pub Date—Sep 82

Note—106p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Agricultural Education, *Agricultural Production, Agricultural Safety, *Agricultural Skills, Agricultural Supplies, Agriculture, Agronomy, Botany, Entomology, Fertilizers, *Field Crops, *Grains (Food), Guidelines, Harvesting,

Herbicides, Insecticides, Land Use, Pesticides, Pests, *Plant Growth, Plant Pathology, Postsecondary Education, Soil Conservation, Soil Science, Vocational Education, Voluntary Agencies, Volunteers, Volunteer Training, Weeds

Identifiers—*Rice, Sierra Leone

This manual presents a simple, step-by-step description of irrigated rice production in Sierra Leone. It is geared specifically to the role and needs of Peace Corps volunteers who, since the mid-1970s, have worked as agricultural extension agents in the Sierra Leone Ministry of Agriculture and Forestry. The manual is designed to serve both as a training manual, complementing the curriculum taught during preservice training, and as a field guide that contains a ready source of technical information during the growing season. The 18 chapters in the manual cover the stages of rice plant growth, seed selection and preparation, land preparation, fertilizer, insect pest prevention, diseases of rice, weed control, harvesting, threshing, drying, and storage. References and a glossary complete the manual. (KC)

ED 241 783

CE 038 588

Stewart, Juan B., Stahl, Diane

A Complete Handbook on Backyard and Commercial Rabbit Production = Sa Kalusugan ng Bayan Rabbit Ang Alagaan. Appropriate Technologies for Development. Reprint R-41.

Peace Corps, Washington, DC. Information Collection and Exchange Div.

Pub Date—Sep 82

Note—106p; Published by CARE Philippines. An adaptation and revision of Commercial Rabbit Raising, U.S. Department of Agriculture Handbook No. 309.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Agricultural Education, *Agricultural Production, *Agricultural Skills, Agricultural Supplies, Agriculture, Animal Behavior, *Animal Facilities, *Animal Husbandry, Developing Nations, Equipment, Learning Activities, Marketing, Postsecondary Education, Program Implementation, Vocational Education, Voluntary Agencies, Volunteers, Volunteer Training, Zoology

Identifiers—Philippines, *Rabbits

This handbook on rabbit raising, prepared for use by Peace Corps volunteers, attempts to share information gained by rabbit raisers in the Philippines along with information gathered from academic sources. The manual provides step-by-step information on how to begin and carry out a program of rabbit production. The 15 sections of the guide cover the following topics: selecting a breed of rabbit, methods of breeding, how to breed, the rabbitry and its equipment, feeds and feeding, feeding habits, coprophagy, reproduction, managing the herd, uses of manure, types of production, marketing rabbits, simplified tanning, cooking recipes, and a multiple-project approach to rabbitry. The information is illustrated with line drawings and photographs. A glossary completes the manual. (KC)

ED 241 784

CE 038 591

Opfer, Howard

Vocational Education Manual. Peace Corps/Tunisia. A Handbook for Volunteers. Appropriate Technologies for Development. Reprint R-46.

Peace Corps, Washington, DC. Information Collection and Exchange Div.

Pub Date—Sep 82

Note—323p; Not available in paper copy due to light and broken type.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Classroom Techniques, Curriculum, Job Training, Lesson Plans, Postsecondary Education, *Preservice Teacher Education, School Administration, School Policy, Student Evaluation, Teacher Education, Teacher Role, *Teaching Methods, *Training Methods, Vocational Education, *Vocational Education Teachers, Volunteers, *Volunteer Training

Identifiers—*Tunisia

This manual was developed to train Peace Corps volunteers to teach vocational education in Tunisia, although it also has applications to the training of volunteers in other countries. The book is organized into four sections. The first section is an introduction that provides background information on the school system and the Peace Corps vocational education program in Tunisia. The second section, one

of importance to volunteers working in various countries, concerns basic pedagogical skills. This section explains the fundamental principles of teaching a vocational subject, including lesson planning, teaching methods, and evaluation. In the third section, detailed Tunisia-specific information is given on school procedures, curriculum, discipline, grading, and forms. The final section is an appendix that covers additional information that a Tunisian vocational education volunteer would find useful. The manual is not self-teaching and is meant to be used in a classroom situation. (KC)

ED 241 785

CE 038 592

Sprague, Howard B. And Others

Grazing and Rangeland Development for Livestock Production. A Handbook for Volunteers. Agriculture Technology for Developing Countries. Appropriate Technologies for Development. Reprint R-47.

Peace Corps, Washington, DC. Information Collection and Exchange Div.

Pub Date—Sep 82

Note—194p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Agricultural Production, Agricultural Skills, Agricultural Trends, Agriculture, Agronomy, *Animal Husbandry, Developing Nations, *Farm Management, Field Crops, *Livestock, Plant Growth, Postsecondary Education, Volunteers, Volunteer Training

Identifiers—*Grasslands, *Tropics

This handbook, developed for training Peace Corps volunteers, reviews the basic principles that underlie sound grazing land management and indicates the application of these principles for livestock production in the tropics and subtropics. The handbook is made up of three technical series bulletins. The first bulletin covers management of rangelands and other grazing lands of the tropics and subtropics for support of livestock production. Topics included in this section are land use and livestock, the natural resources base of permanent grasslands, coping with restraints affecting forage production, the elements of productive grassland management, measuring productivity of rangelands and other permanent grasslands, and estimating feed requirements of ruminant livestock in tropical and subtropical regions. The second bulletin explains how to grow "Leucaena leucocephala," a plant that can be used for livestock feed, among a multitude of other uses. The final bulletin discusses combined crop/livestock farming systems for developing countries of the tropics and subtropics and offers suggestions for improving the profitability of such systems. Materials in the handbook are illustrated with line drawings and photographs. (KC)

ED 241 786

CE 038 634

McCaffery, Jim, Edwards, Dan

Cross-Cultural Training for Peace Corps Volunteers. Core Curriculum Resource Materials. Manual TR-07.

Peace Corps, Washington, DC. Information Collection and Exchange Div.

Pub Date—Dec 81

Note—111p; For related documents, see CE 038 635-638.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Education, Behavioral Objectives, Communication Problems, *Communication Skills, Core Curriculum, *Cross Cultural Training, *Cultural Awareness, Curriculum Guides, Developing Nations, *Intercultural Communication, Learning Activities, *Nonverbal Communication, Volunteers, *Volunteer Training

This manual contains materials to provide Peace Corps Volunteers with the skills to make the transition from one culture to another, to enter and become fluent in another culture, and to understand the current political, social, and religious context. The approach to training is "skill building" for continued learning. Introductory materials include the goals of cross-cultural preservice training, the themes of the manual and training, and trainer notes. Materials are provided for 10 sessions covering: developing a framework for cross-cultural training, transactional skills, sending and receiving information, discovering how to say "no," checking for understanding, dealing with ambiguity, nonverbal communication (two sessions), summarizing, and integrating the materials. The training sessions are designed to introduce skills in a step-by-step experiential learning format and to provide practice

of the skill in a cross-cultural setting. Information provided in each session includes goals, an overview/rationale, procedures (training activities suggested to accomplish the goals of the session as well as the approximate time to complete each activity), and trainer notes. A cross-cultural workbook is appended. (YLB)

ED 241 787 CE 038 635

Third World Women. Understanding Their Role in Development. A Training Resource Manual. Core Curriculum Resource Materials.
Peace Corps, Washington, DC. Office of Programming and Training Coordination.
Pub Date—May 81

Note—178p.; For related documents, see CE 038 634-638. Parts of the modules will not reproduce well due to light type.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adult Education, Behavioral Objectives, Community Development, Core Curriculum, Curriculum Guides, *Developing Nations, Development, *Females, Learning Activities, *Sex Role, Volunteers, *Volunteer Training

Intended for trainers conducting preservice Peace Corps volunteer training, this manual presents materials to help trainees evolve an understanding of what role women can and do play in the developmental process and of its relationship to Peace Corps programs. An introduction discusses the design and use of the manual. The training goals are then listed. Materials are provided for five sessions: introduction to development, defining women's role in development, identifying roles of men and women in the community and their impact on development, study of a development project and its impact, and summary and application of learning. Each session is organized as follows: time, objectives, overview (summary statement of purpose and rationale and brief description of what will happen in the session), procedures (the training activities suggested to accomplish the goals and the approximate time to complete each activity), materials list, trainer notes (suggestions on how the procedures can be modified, tips on possible outcomes or problems, and suggestions for additional activities), and attachments and handouts (trainer reference or background material, resource articles, case studies, discussion questions, exercises, reading assignments, and inventories). (YLB)

ED 241 788 CE 038 636

McCaferry, James And Others
The Role of the Volunteer in Development. A Training Manual. Core Curriculum Resource Materials.

Peace Corps, Washington, DC. Office of Programming and Training Coordination.
Pub Date—Dec 81

Note—138p.; For related documents, see CE 038 634-638.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Education, Behavioral Objectives, Consultants, Core Curriculum, Curriculum Guides, *Data Collection, *Developing Nations, Development, *Helping Relationship, Interpersonal Competence, Learning Activities, *Problem Solving, Responsibility, *Volunteers, *Volunteer Training

Identifiers—*Development Education
This manual is a step-by-step, comprehensive guide for the training of development workers produced by the Peace Corps. It begins with introductory ideas and assumptions about development. Notes to the trainers on use of the manual are provided. Materials are then presented for six training sessions: introduction to development, the dynamics of development, information as a development tool (two sessions), working with others—the role of the development worker as helper and consultant, and problem solving—individual approaches. Each session is organized as follows: time, objectives, overview (summary statement of purpose and rationale and brief description of what will happen in the session), procedures (the training activities suggested to accomplish the goals and the approximate time to complete each activity), materials list, trainer notes (suggestions on how the procedures can be modified, tips on possible outcomes or problems, and suggestions for additional activities), and attachments and handouts (trainer reference or background material, resource articles, case studies, discussion questions, exercises, reading assignments, and inventories). The final four integrating

sessions are intended for use as a 2-day development workshop. They cover community and job entry, project planning and goal setting, project management, and responsibility of development work. (YLB)

ED 241 789 CE 038 637

Edwards, Dan
In-Service Workshop Model. Development Work, Volunteer Service and Project Review. Core Curriculum Resource Materials.

Peace Corps, Washington, DC. Office of Programming and Training Coordination.
Pub Date—Sep 81

Note—60p.; Reprint. For related documents, see CE 038 634-638.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, Behavioral Objectives, Communication Skills, Data Collection, *Developing Nations, Development, Goal Orientation, *Inservice Education, Learning Activities, Needs Assessment, *Planning, *Problem Solving, Program Administration, Skill Development, Volunteers, *Volunteer Training, Workshops
Identifiers—*Development Education, *Program Review, Support Systems

A model is provided for an inservice workshop to provide systematic project review, conduct individual volunteer support and problem solving, and conduct future work planning. Information on model use and general instructions are presented. Materials are provided for 12 sessions covering a 5-day period. The first session on climate setting and needs assessment and expectations is designed to uncover needs and problems. The next nine sessions are designed to address these problems. Specific topics are: project review of past 4 months; expectation mapping and project review; self and personal problem solving; cultural/community/coworker support issues; Peace Corps expectation and policy review; volunteer physical health; supportive issues related to peers, spouse, women's issues or men's issues; ministry support and role analysis; and development and change. The last two sessions are used for action planning for the next 6 months and to solicit feedback and assess the workshop. Each session is organized as follows: goals/objectives, time, procedures (the training activities suggested to accomplish the goals and the approximate time to complete each activity), and trainer notes that expand upon basic procedures and give alternatives. An optional session on information filtering is appended. (YLB)

ED 241 790 CE 038 638

Razak, Bo
Peace Corps Close of Service Workshop. Trainer Guidelines and Workshop Materials. Core Curriculum Resource Materials.

Peace Corps, Washington, DC. Office of Programming and Training Coordination.
Pub Date—Sep 82

Note—196p.; Reprint. For related documents, see CE 038 634-637.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adult Education, Behavioral Objectives, *Career Change, *Career Planning, *Employment Interviews, Instructional Materials, Job Search Methods, Job Skills, Learning Activities, *Portfolios (Background Materials), *Self Evaluation (Individuals), Values, Volunteers, *Volunteer Training, Work Attitudes, Work Experience, Workshops
Identifiers—*Resumes

This handbook provides a suggested outline for a 3-day close-of-service workshop to be delivered 2-to-3 months prior to the volunteers' termination date. The general purpose of the workshop is to prepare the Peace Corps Volunteer to depart the host country/Peace Corps and reenter the United States culture. Introductory materials include information on workshop preparations, sample materials from a close-of-service manual, a bibliography of publications helpful in the job search, advance information for participants, and suggestions for presenting the seven sessions. The sessions cover: orientation and getting acquainted; reviewing the Peace Corps experience; values, skills, and resumes; getting a job; reviewing the Peace Corps program; preparing for reentry; and administrative/procedural paperwork. Each session includes one or more exercises directed at the goals of the session. The information provided for each session and exercise includes some or all of the following: title, goals,

overview (describing purpose of session/exercise), materials list, procedures and activities (sequenced and timed steps that describe what trainers and participants are required to do), trainer notes that expand upon basic procedures and give alternatives, handouts and worksheets, and trainer discussion guides. (YLB)

ED 241 791 CE 038 649

Fujii, Donald S.
A Dyadic Interactive Approach to the Study of Leader Behavior. Technical Report 506.

Purdue Univ., Lafayette, Ind.
Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
Pub Date—Jul 75

Contract—DAHC-19-75-G-0006
Note—146p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Education, Adults, *Group Dynamics, Groups, *Job Performance, *Job Satisfaction, *Leaders, Leadership, Leadership Qualities, *Leadership Styles, Supervisory Methods, *Work Environment
Identifiers—*Leadership Effectiveness

The interactive effects of leader characteristics, follower characteristics, and the task situation on leader behavior were assessed. Focuses of the investigation were the degree of leader-follower compatibility, Vertical Dyad Linkage (VDL) versus the Average Leadership Style analysis of leader behavior, and the general problem of assessing leader behavior on the basis of subordinate description. Eighty male college students were assigned roles as supervisors and workers in a bogus company and performed experimental tasks. Subjects were divided into 15 work groups in which low-to-moderate-high leader-follower compatibility was attained. Measures of leader behavior, follower performance, job satisfaction, and attitude similarity were obtained. Increased performance was related to increases in the degree of compatibility between the followers and leaders only when subjective estimates of performance from the leader were used. Data strongly supported the hypothesis that leader-follower compatibility is related to follower satisfaction with the work environment. Moderate statistical support was shown for the superiority of the VDL approach to understanding leader behavior effects on member responses. Individual members of the group generally did not provide valid ratings of the leader's behavior toward individual subordinates. (Appendixes, amounting to over one-half of the report, contain study materials and data.) (Author/YLB)

ED 241 792 CE 038 650

Allen, John P.
Military, Biographical, and Demographic Correlates of Army Career Intentions. Technical Report 518.

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
Pub Date—Jun 81

Note—53p.; Developed at the ARI Field Unit, Fort Benjamin Harrison, IN.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, Adults, Armed Forces, Career Change, Career Education, *Career Planning, *Enlisted Personnel, *Individual Characteristics, Military Personnel, *Officer Personnel, *Predictor Variables
Identifiers—*Army, Military Reenlistment

Organizational and personal correlates of intentions to reenlist or remain on active duty in the Army for both officers and enlisted service members were explored. Demographic and military characteristics and indices of commitment to continuation in the Army were gathered from 10 percent of the enlisted personnel and 30 percent of the officers serving at Fort Lewis and Madigan Army Medical Center in Washington, District of Columbia. Data from the two rank groups were analyzed separately by means of multiple linear regressions and beta analyses. Among enlisted personnel, three variables (time in service, age, and job satisfaction) cumulatively accounted for 48 percent of the variance in career orientation. Other predictor variables included educational level, being black, Occupational Specialties 91 (medical) or 13 (field artillery), assessment of other members of the unit, assignment to a Ranger unit, and maintenance of nontraditional religious beliefs. Among officers, nine predictors explained only 41 percent of the

variance in the criterion. Officer correlates of career intention were age; time in service; job satisfaction; occupational specialties of physician, dentist, and field artillery; perceptions of unit readiness; deviance; and assignment to a medical unit. (Data tables and figures are appended.) (Author/YLB)

ED 241 793 CE 038 651

Baum, David R. And Others
Specification of Training Simulator Fidelity: A Research Plan. Technical Report 558.
Honeywell, Inc., Minneapolis, Minn. Systems and Research Center.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
Pub Date—Feb 82

Contract—MDA-903-81-C-0214
Note—96p; Product of the Simulation Systems Technical Area.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, *Job Training, Military Personnel, *Military Training, *Research Design, *Simulation

Identifiers—Army, *Simulation Fidelity, *Training Effectiveness

This report presents a research plan to guide the determination of the empirical relationship between level of maintenance training simulator fidelity and training effectiveness. Chapter I describes data collection and analysis activities undertaken to provide guidance for fidelity decision making by the training simulator development community. These include a review of the empirical literature on training simulator fidelity; site visits and interviews at selected Army, Navy, and Air Force agencies; and a fidelity research issues workshop. The chapter also discusses issues related to the definitions of fidelity and fidelity specification and examines additional factors that determine device-training effectiveness. Chapter II presents the rationale for a framework within which a specific plan of fidelity research can be developed and conducted. The framework is developed through considerations of (1) operational definitions of fidelity, (2) economic sequencing of studies, (3) theoretical and empirical aspects of maintenance tasks and required skills, and (4) desired subject population characteristics. Chapter III presents potential research paradigms for studying the relationship between training simulator fidelity and transfer of training for perceptual-motor and cognitive tasks. General design considerations for the pilot studies are discussed. Appendixes include a description and analysis of the Army's training simulator development process and workshop details. (YLB)

ED 241 794 CE 038 655

Beyth-Marom, Ruth Lichtenstein, Sarah
An Elementary Approach to Thinking under Uncertainty: A Prototype Text. Technical Report 577.

Decision Research, Eugene, OR.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
Pub Date—Oct 82

Contract—MDA903-81-C-0376

Note—157p; Translation and adaptation of the Hebrew text "Thinking under Uncertainty" by Ruth Beyth-Marom and Shlomit Dekel, Center for Teaching of Humanities and Social Sciences, Hebrew University, Jerusalem.

Pub Type—Translations (170) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adult Education, Cognitive Processes, *Decision Making, Decision Making Skills, Learning Activities, Management Development, Military Personnel, Military Training, *Prediction, *Probability, *Problem Solving, *Sampling, Textbooks

Identifiers—*Uncertainty

This textbook for teaching reasoning processes and decision making under conditions of uncertainty is written at an introductory level. Based on a translation of a Hebrew book, the text is intended for the general training of military and civilian personnel required to process, sort, and/or evaluate incomplete, unreliable information. Potential users are managers, commanders, and forecasting specialists. The first section, chapters 1 through 4, provides a general framework for thinking about uncertainty. Specific chapter topics include certainty and uncertainty, defining the uncertain situation, listing and grouping possible answers, and defining degrees of belief. The second section, chapters 5 through 7,

discusses two tools, estimation and sampling, frequently used in dealing with problems caused by uncertainty. The last section, chapters 8 through 11, deals specifically with probability assessment. The relationship between the chances for a single observation of a characteristic, the percentage of that characteristic in a group, and estimation of chances in exceptional problems are covered. Two examples are presented that are worked out using the starting-point-and-adjustment method. Exercises are provided within each chapter. A list of technical references and an outline of related topics for further study conclude the text. (YLB)

ED 241 795 CE 038 656

Miller, Elmo E. Lyons, Lawrence E.
How to Develop Task Summaries for Soldier's Manuals. Volume I: Technical Report. Technical Report 578.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
Report No.—FR-MTRD(TX)-81-9

Pub Date—Apr 82

Contract—MDA903-79-C-0191

Note—26p; For Volume II, see CE 038 657.

Prepared at ARI Field Unit, Fort Hood, TX.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Guides, *Instructional Materials, *Job Performance, Job Training, *Material Development, *Military Training, *Task Analysis

This volume is a discussion of research that resulted in a system for developing task summaries for writers of soldier's manuals. It is intended for people who will evaluate the system and for developers of task performance instructions (TPI) and their supervisors. First, some problems with the soldier's manuals, the basic written instructions for performance of critical tasks in most Army jobs, are considered. Some of the findings of research on the design of printed instructions are then addressed. The three principles involved in the model for developing task summaries, called the TPI system, are described sequentially. They are relevance, directness, and sufficiency. A discussion follows of provision in the TPI system for considering the needs of particular kinds of readers. The method section discusses the way the TPI system was developed using an empirical, differential, and structural approach. A demonstration experiment to compare effectiveness of original and revised instructions is described in the final section. These results from the experiment involving instructions on filling out a standard maintenance form are reported: the revision reduced errors in checking entries by 64 percent, and people indicated greater confidence when following the revised instructions and found them much easier to understand. (YLB)

ED 241 796 CE 038 657

Miller, Elmo E. Lyons, Lawrence E.
How to Develop Task Summaries for Soldier's Manuals. Volume II: Developer's Guide. Technical Report 579.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
Report No.—FR-MTRD(TX)-81-9

Pub Date—Apr 82

Contract—MDA-903-C-79-0191

Note—124p; For Volume I, see CE 038 656.

Prepared at ARI Field Unit, Fort Hood, TX.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Education, Guides, *Instructional Materials, *Job Performance, Job Training, *Material Development, *Military Training, *Task Analysis

Intended primarily for developers of task performance instructions, this manual describes a method for developing task summaries for writers of soldier's manuals. It is secondarily intended for others involved in developing the manuals, including those who determine policy, supervisors and administrators, and specialists in research and development. Following an introduction, chapter 2 contains an example of a task summary revised by the method. The characteristics that distinguish this effective task summary from ineffective ones are specified. The rest of the manual is a step-by-step guide for applying the method. Chapter 3 gives directions for developing task summaries that meet the criteria

given in chapter 2. The first section of chapter 4 distinguishes the different kinds of tasks. Sections 2 to 5 are specific suggestions for each kind of task summary, namely procedures with equipment, procedures with data, component skills, and criterion-driven performance. Methods for tryouts and revisions are discussed in chapter 5. Use of the soldier's manuals by trainers is considered in chapter 6, since the new series of soldier's manuals will include notes for trainers and no separate commander's manual will be developed. A classification of tasks is appended. (YLB)

ED 241 797 CE 038 660

Burnside, Billy L.
Subjective Appraisal as a Feedback Tool. Technical Report 604.

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Pub Date—May 82

Note—44p; Developed at ARI Field Unit, Fort Knox, KY.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Evaluation, Evaluation Methods, Feedback, Informal Assessment, *Interviews, *Job Performance, *Military Personnel, Military Training, Peer Evaluation, *Personnel Evaluation, Self Evaluation (Individuals), *Surveys

Identifiers—*Accuracy, *Subjective Evaluation

This report examines the accuracy of subjective appraisals of several aspects of task performance, including proficiency, difficulty, frequency, and criticality. An introduction discusses current Army use of subjective appraisal, feedback methods, and problems with subjective appraisal. Data pertaining to the accuracy of various types of appraisal are summarized in the next section. The types of appraisal included are proficiency appraisals, task criticality appraisals, task difficulty appraisals, task frequency estimates, and appraisal of training materials. At the end of the section, research from the cognitive psychology literature relating to human ability to make accurate subjective appraisals is discussed. The third section summarizes data relating to the relative accuracy of appraisals obtained from alternative sources, namely supervisor, self, and peer appraisals. In the fourth section, discussion of the issue of how subjective appraisals are formulated centers around survey and interview techniques. Methods for increasing the accuracy of subjective appraisals are made, focusing on phrasing of questions, rater's experience, and other characteristics of raters. The paper concludes with suggestions for optimizing combined use of the survey and interview approaches. (YLB)

ED 241 798 CE 038 661

Morrison, John E. Goldberg, Stephen L.
A Cognitive Analysis of Armor Procedural Task Training. Technical Report 605.

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Pub Date—Mar 82

Note—28p; Prepared at ARI Field Unit, Fort Knox, KY.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Job Skills, Job Training, *Learning, Learning Processes, Memory, *Military Training, *Recall (Psychology), Retention (Psychology), *Skill Development, Vertical Organization

Identifiers—Army

Traditional and performance-oriented approaches to procedural training were compared, and the deficiencies were identified. A cognitive interpretation of procedural learning was advanced, and training implications were considered. Representative armor procedures were analyzed to derive the underlying memory structures required for recall. Findings indicated that memory for armor procedural tasks can be represented as hierarchical structures of task goals, that the hierarchical structures have implications for procedural training, and that further research should be addressed to verification of the structures using actual soldier performance. Training applications of the memory structures that were suggested included a "part-task" training strategy that allows soldiers to organize procedural elements into appropriate subgoal units and training of soldiers to associate subgoal names with the appropriate subprocedures. (Hierarchical structures for armor tasks are appended.) (YLB)

ED 241 799 CE 038 666

Oinonen, Charlotte M., Ed.

Four Interpretive Essays of: The Stout Report and the Business and Education Survey, Bulletin No. 4118.

Parker Pen Co.

Pub Date—Sep 83

Note—60p.; Produced by the Parker Project, a partnership between the Parker Pen Co. and the Department of Public Instruction.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Educational Assessment, Educational Change, *Educational Quality, Educational Research, *Education Work Relationship, Employee Attitudes, Employer Attitudes, Employment Patterns, *Futures (of Society), Job Performance, *Job Training, Labor Needs, Personnel Evaluation, Program Evaluation, School Business Relationship, *School Effectiveness, School Role, Secondary Education, Self Evaluation (Individuals), *Vocational Education

Identifiers—Wisconsin

Four essays are designed to provide perspective and dimension to the Stout Data Analysis and to the Business and Education Survey. The essays which interpret the Stout and survey data represent the viewpoints of (1) business (David Horn), (2) a researcher in vocational education (Orville Nelson), (3) a vocational educator (Albert Pitts), and (4) labor (Daniel J. Van Lanen). Each interpretive essay is divided into four sections. Section I is an interpretation of the Stout Data Analysis that describes what secondary schools have been doing to prepare young people for the world of work. This section describes the range and quality of the preparation of students for work as well as employer judgments and satisfaction and the ability of students to acquire and keep employment. Section II is an interpretation of the data from the Business and Education Survey mailed to approximately 2,500 businesses in Wisconsin in fall 1982. This section includes employer perceptions of the preparation of students for work and the future needs of business and industry. Section III is a summary of the Stout Data Analysis and the Business and Education Survey and a comparison of the data from the two sources. Conclusions based on these data are presented. Section IV is a look into the future and at the changes needed in secondary education and vocational education programs to meet the needs of youth, business, and Wisconsin's economy in 1990 and 2000. (YLB)

ED 241 800

CE 038 891

Machine Shop Suggested Job and Task Sheets.

Part II. 25 Elementary Jobs.

Texas A and M Univ., College Station. Vocational Instructional Services.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—75

Note—420p.; For parts II and III, see CE 038 892-893.

Available from—Vocational Instructional Services, F. E. Box 182, Texas A & M University, College Station, TX 77843 (Catalog #08601-\$8.30).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Instructional Materials, *Job Skills, Learning Activities, Machine Tool Operators, *Machine Tools, *Machinists, Secondary Education, *Trade and Industrial Education, Vocational Education

This volume consists of elementary job and task sheets adaptable for use in the regular vocational industrial education programs for the training of machinists and machine shop operators. Twenty-five simple machine shop job sheets are included. Some or all of this material is provided for each job sheet: an introductory sheet with aim, checking standards, and references; drawing(s); a job sheet that details the job, materials, tools and equipment, general instructions, procedures and/or tasks, and checkpoints; and task sheets. These task sheets are broken down into steps and key points for ease of carrying the learner through the job step-by-step and are keyed to working stations and machines of a machine shop. These 25 jobs are covered: clamp strap, drill drift, U-clamp strap, T-nut, step block, stud, parallel blocks, parallel bars, bench plate, limit gauge, steel washers, lapping plate, angle plates, test bar, lathe mandrel, arbor collar, jig bushings, prick and center punches, hand and machine punches, round nail sets, square nail sets, T-head bolts, planer bolts, fillister head cap screw, square

head set screw, and hex head cap screw. (YLB)

ED 241 801

CE 038 892

Machine Shop Suggested Job and Task Sheets.

Part II. 21 Advanced Jobs.

Texas A and M Univ., College Station. Vocational Instructional Services.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—77

Note—408p.; For parts I and III, see CE 038 891 and CE 038 893.

Available from—Vocational Instructional Services, F. E. Box 182, Texas A & M University, College Station, TX 77843 (Catalog #08602-\$12.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Instructional Materials, *Job Skills, Learning Activities, Machine Tool Operators, *Machine Tools, *Machinists, Secondary Education, *Trade and Industrial Education, Vocational Education

This volume consists of advanced job and task sheets adaptable for use in the regular vocational industrial education programs for the training of machinists and machine shop operators. Twenty-one advanced machine shop job sheets are included. Some or all of this material is provided for each job: an introductory sheet with aim, checking standards, and references; drawing(s); a job sheet that details the job, materials, tools and equipment, general instructions, procedures and/or tasks, and checkpoints; and task sheets. These task sheets are broken down into steps and key points for ease of carrying the learner through the job step-by-step and are keyed to work stations and machines of a machine shop. These 21 jobs are covered: flat head machine screw, spotfacer bar, go and no-go plug gages, plug gage handle, taper plug gage, lathe center, spur center, cup center, tool post wedge, parallel clamp, C-clamp, tool maker's vise, cast iron gear, taper ring gage, Morse taper sleeve, single-point scriber, double-point scriber-A, double point scriber-B, V-blocks, standard ring gages, and tap wrench. (YLB)

ED 241 802

CE 038 893

A Suggested Set of Job and Task Sheets for Machine Shop Training.

Texas A and M Univ., College Station. Vocational Instructional Services.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—77

Note—307p.; For parts I and II, see CE 038 891-892.

Available from—Vocational Instructional Services, F. E. Box 182, Texas A & M University, College Station, TX 77843.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Equipment Utilization, Guidelines, Instructional Materials, *Machine Tool Operators, *Machine Tools, *Machinists, Secondary Education, *Tool and Die Makers, *Trade and Industrial Education

Identifiers—Planer Jacks, Radius Cutters, Surface Gages

This set of job and task sheets consists of three multi-part jobs that are adaptable for use in regular vocational industrial education programs for training machinists and machine shop operators. After completing the sheets included in this volume, students should be able to construct a planer jack, a radius cutter, and a surface gage. Each job sheet contains a title, list of necessary materials, list of required tools and equipment, general instructions, a detailed list of procedures and tasks, and check points. Included on the task sheets are a task title, a list of tools and materials needed to complete the task, and a task breakdown that outlines the steps necessary for completing the task as well as key points pertaining to their execution. (MN)

ED 241 803

CE 800 036

Arbman, Edna. And Others

Steps to Getting a Job. A Unit of Study Designed to Teach Students Job Seeking Skills.

San Mateo County Office of Education, Redwood City, CA.

Spons Agency—Private Industry Council of San Mateo County, Redwood City, CA.

Pub Date—Nov 82

Note—112p.; Prepared by the CETA Staff Development Project. For related documents, see ED 237 788 and CE 800 042.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adults, Career Guidance, Employment Interviews, High Schools, Instructional Materials, Job Applicants, *Job Application, *Job Search Methods, Learning Activities, Lesson Plans, Reentry Workers, Units of Study

Identifiers—*Employability Development, PF Project, Resumes

Designed to enable teachers to help job seekers become familiar with basic job search skills, this teaching unit was written for young people or inexperienced job seekers and is intended as a beginning guide. It may be used with many types of job seekers including high school students, Comprehensive Employment and Training Act (CETA) participants, adults with limited job experiences, displaced workers, and for any person who has not looked for a job in a long period of time. It may also be modified to use with disabled and English as a Second Language (ESL) students. Lesson plans are provided for teachers, and experiential and hands-on materials and activities are provided for students. Each lesson plan includes the purpose, materials, time, and procedures needed for each session. Fifteen lessons are presented in the following categories: (1) an introduction to the world of work; (2) how to introduce yourself to employers; (3) how to find job openings; and (4) how to prepare for and follow up on job interviews. An 18-item bibliography is included. (JW)

ED 241 804

CE 800 037

Wilde, Cindy

Vocational English as a Second Language: A Partnership with Industry.

California State Dept. of Education, Sacramento. Div. of Adult and Community Education; Fremont Union High School District, Sunnyvale, Calif.

Spons Agency—Department of Education, Washington, DC.

Pub Date—[81]

Grant—03124-1001-6946-81

Note—65p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Basic Education, *Cooperative Programs, Delivery Systems, Demonstration Programs, *Employees, *English (Second Language), Guidelines, Industry, *Limited English Speaking, Minority Groups, Models, Nontraditional Education, Program Descriptions, Program Development, *School Business Relationship, *Second Language Instruction

Identifiers—Fremont Union High School District CA, PF Project, *Vocational English as a Second Language

This monograph offers a process model developed by the Fremont Union High School District (California) for the implementation of Vocational English as a Second Language (VESL) at industry sites for minority employees who have limited English proficiency and are unable to continue classes in a traditional manner. The following areas are covered: (1) employing a project director to coordinate planning between education and industry; (2) finding companies with a large number of limited English proficiency (LEP) employees and a philosophy favorable to VESL; (3) understanding how the industry system operates; (4) making initial contacts with industry; (5) identifying, developing, and adopting suitable curriculum; (6) training supervisors of LEP; (7) considering logistics such as suitable classrooms, length of course, incentives, transportation and student recruitment; (8) dealing with paperwork; (9) preparing teachers; (10) evaluating the program and student progress; (11) determining costs; and (12) finding funding alternatives. Information is given on establishing an advisory committee of industry representatives, educators, and students. Letters from industry are included which express both the effectiveness of VESL instruction and the problems encountered. Appendices include a brochure, needs assessment forms, procedures for establishing classes, evaluation forms, advisory committee questionnaires, and a resource list. (EM)

ED 241 805

CE 800 042

Cooney, Joe. Burgenbauch, Susan

Preparation for the World of Work: Training Sessions.

State Univ. of New York, Buffalo. Dept. of Educational Organization, Administration, and Policy Studies.

Pub Date—Mar 81

Note—89p.; Developed for San Mateo County CETA Adult Youth Employment Training Units by the CETA Staff Development Project. For related documents, see ED 237 788 and CE 800 036.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adult Vocational Education, Budgeting, *Communication Skills, Conflict Resolution, Employee Attitudes, Employer Attitudes, *Employer Employee Relationship, Fringe Benefits, Interpersonal Communication, *Interpersonal Competence, *Job Skills, Learning Activities, Lesson Plans, Money Management, Time Management, Training Methods, *Vocational Adjustment, Work Attitudes

Identifiers—PF Project

This guide is designed to provide counselors and training instructors with the materials to teach clients the human survival skills necessary for job success. Ten one-hour training sessions which offer an action-oriented approach emphasizing conceptual skills such as planning, communication, and decision making include: (1) the importance of effective communication in work situations; (2) practice in interpersonal relationship skills; (3) methods for resolving conflict on the job; (4) employer expectations and the roles and responsibilities of the employees; (5) job survival techniques; (6) identification of job goals and methods for achieving them; (7) practice in daily planning and goal setting while on the job; (8) information on employee benefits and rights; (9) ways to plan and budget; and (10) money management. The purpose, length of time needed, materials needed, step-by-step procedures, worksheets, and transparencies for the presentation of each lesson are provided. (JW)

ED 241 806

CE 800 077

Hurley, Mary Ray Karen

Training Networks: How to Establish Connections Statewide and Increase Expertise and Service Exponentially.

Pub Date—[30 Nov 83]

Note—11p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Basic Education, Adult Educators, Basic Skills, *Continuing Education, *In-service Teacher Education, Models, Professional Continuing Education, Program Descriptions, *Staff Development, State Departments of Education, State Programs, *Training Methods, Transfer of Training.

Identifiers—*Facilitators, Knowles (Malcolm S), Minnesota, *Networking, PF Project

This paper describes a successful facilitator training model, developed as part of an Adult Basic/Continuing Education (AB/CE) staff development program in Minnesota. The following topics are included: (1) the new basics and what is taught in the Minnesota AB/CE programs; (2) how these new basics are taught, emphasizing Malcolm Knowles' model of adult education; (3) the role of students and teachers/facilitators in setting the classroom climate for learning; (4) how facilitators train others; and (5) the process of training the facilitators. An 11-item bibliography for Minnesota AB/CE staff development and a diagram of the state department plan for AB/CE staff development are included. (JW)

ED 241 807

CE 800 100

Bartel, Susan M.

Retreads & Reentry: A Unique Career Course for Older Adults.

Pub Date—[83]

Note—11p.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Students, *Career Development, *Career Education, College Students, Course Descriptions, Course Objectives, Curriculum Development, Educational Innovation, Non-traditional Education, Nontraditional Students, Postsecondary Education, *Reentry Students

Identifiers—PF Project

A career development course designed to meet the diverse needs and time considerations of return-

ing adult college students is presented. The first of two sections provides an overview of the unique character of these nontraditional students, including their greater experience and maturity, multiple role demands, and increased commitment to career goals. Section 2 outlines the course's eight 2-hour sessions. For each session, skill and content objectives are listed. Emphasis throughout is on integration of external factors such as stress management and age discrimination with internal factors such as self-confidence and role conflicts. Six recommended assignments are also listed. Concluding recommendations focus on meeting individualized needs and fostering group support within the class. (LP)

ED 241 808

CE 800 104

Recruiting Volunteers for Our Cause. The TALC Program (Tutoring Adults through Literacy Councils).

Moravian Coll., Bethlehem, Pa.
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Education and Training Programs.

Pub Date—[Jun 83]

Grant—183-98-3014

Note—56p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Basic Education, Adult Literacy, *College Students, Conferences, English (Second Language), *Literacy Education, Program Descriptions, Program Evaluation, *Recruitment, *Student Volunteers, *Tutorial Programs, *Tutoring

Identifiers—PF Project, *TALC Program

Moravian College in Bethlehem, Pennsylvania, received a grant and organized a recruitment campaign to obtain college student volunteers for area literacy councils. The campaign structure included: (1) contacting education departments in eastern Pennsylvania colleges and acquainting them with literacy councils, adult basic education, and the purpose of the grant; (2) obtaining agreements from 10 schools to participate in the program; (3) conducting half-day symposiums attended by education majors and faculty (these symposiums included what adult education is, career opportunities in adult education, awareness of linguistics, and opportunities for training as a volunteer with the local literacy council); and (4) encouraging the colleges to promote participation by literacy volunteers by awarding academic credit as a field study or by developing a credit course to include the experience. Although the level of college participation was not achieved, 40 new tutors were recruited, 48 colleges became aware of adult education, and 12 schools formed new linkages with their local literacy councils. The original name of The TALC Program—"Tutors for Adult Literacy from Colleges,"—was revised to "Tutoring Adults through Literacy Councils." (Author/JH)

ED 241 809

CE 800 106

Barnard, Wynette S.

Planning for Improved Linkages.

Pub Date—5 Dec 83

Note—9p.; Paper presented at the Annual Convention of the American Vocational Association (Anaheim, CA, December 2-6, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cooperative Programs, *Coordination, *Delivery Systems, Educational Cooperation, Educational Needs, *Institutional Cooperation, *Job Training, Opinion Papers, Postsecondary Education, Secondary Education, *Vocational Education

Identifiers—PF Project

The need for employment training delivery systems to work cooperatively in preparing a trained work force is described. A brief review of the literature lists seven major employment training delivery systems which operate independently of each other; discusses the problems associated with their lack of cooperation; and argues that cooperation among these systems is essential at this time. The delivery systems listed are: the military, the Job Training Partnership Act, business and industry, apprenticeship, universities, public vocational education, and proprietary or independent schools. Five major principles which should be incorporated into cooperative programs are presented along with examples of procedures for achieving each principle. The principles, which were identified by a questionnaire

survey of representatives of the seven major delivery systems, are: (1) reduce competition and encourage cooperation among the providers of employment training; (2) ensure the quality and relevance of employment training; (3) ensure that employment training programs are accessible and available; (4) increase the efficiency of employment training; and (5) ensure ongoing planning and evaluation of the employment training system and its components. (DC)

ED 241 810

CE 800 107

LaBarre, James E. Zahn, Donald K.

Keyboarding.

Wisconsin State Dept. of Public Instruction, Madison.

Pub Date—Jul 83

Note—6p.; A position paper on keyboarding requested by the State Superintendent's Advisory Committee for Business Education and Future Business Leaders of America.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Business Education, Basic Skills, *Business Skills, Computer Literacy, *Daily Living Skills, Elementary Secondary Education, Office Machines, Skill Development, *Typewriting

Identifiers—*Keyboarding, PF Project

A summary of keyboarding as an increasingly essential teaching area in today's computer-oriented society is presented. Following a section defining keyboarding (the use of a typewriter-like board to enter information into technological equipment), the document discusses the need for this skill, when instruction should begin, what skill level students should be expected to attain, the role of the business teacher in keyboard instruction, proper equipment, software, and additional considerations. (LP)

ED 241 811

CE 800 111

Rodenstein, Judith, Ed. Lambert, Roger, Ed.

Microcomputer Software Programs for Vocational Education.

Wisconsin Univ., Madison. Vocational Studies Center.

Pub Date—Jan 83

Note—29p.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accounting, Agriculture, Bookkeeping, Business Education, Computer Graphics, *Computer Software, Databases, Data Processing, Decision Making, Distributive Education, Facility Inventory, Industrial Education, Medical Education, *Microcomputers, Money Management, Nutrition, Office Management, Record-keeping, Taxes, Typewriting, *Vocational Education, Word Processing

Identifiers—PF Project

Over 200 microcomputer software packages applicable to vocational education are listed. Most of the programs are available for the Apple, TRS-80, and Commodore microcomputers. The packages have been reviewed, but have not been formally evaluated. Titles of the programs with names and addresses of the distributors are provided. Telephone numbers are also given for a majority of the distributors. Titles are organized in the following categories: agriculture (herd performance and financial management), business education (general), word processing, data processing and database management, beginning accounting, tax preparation, typing, recordkeeping, bookkeeping, management decisions, office procedures, graphics, health education (medical education), nutrition, resource management (financial), family management (recordkeeping), industrial education, distributive education, and inventory control. Seven programs covering miscellaneous areas in vocational education and eight career education programs are also listed. (JW)

ED 241 812

CE 800 114

Ferns, George W. Callahan, Gwen

Michigan's Comprehensive Vocational Education

Personnel Development Project.

Michigan State Univ., East Lansing. Coll. of Education.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date—Nov 83

Note—12p.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Education, Competency Based Teacher Education, Guidance Personnel, Industrial Arts, Inservice Teacher Education, Postsecondary Education, *Professional Development, Program Descriptions, Secondary Education, Staff Development, Technological Advancement, *Vocational Education, Workshops

Identifiers—PF Project, Vocational Education Personnel Development Project

The report describes a project aimed at meeting inservice personnel development needs of secondary and postsecondary vocational educators in Michigan. Following an overview which details the development of the project, personnel categories, major events, and a seven-step process model, the report is arranged into 6 parts. The first component of the project deals with the project's technical updating workshops. Needs assessment, locating and cataloging appropriate training sources, and executing successful workshops are presented as critical factors in organizing workshops. Part 2 addresses concerns about teaching competencies. In part 3, an industrial arts component mirrors the first component, also focusing on inservice technical updating. Themes for tailor-made seminars for vocational administrators and inservice events for vocational guidance personnel are discussed in parts 4 and 5. The final section briefly mentions the newest project component, which focuses on individual professional development. The report concludes with a summary of progress made by the project since its implementation. (LH)

ED 241 813 CE 800 116

Task Listing Catalog, TLC Fourth Edition.
East Central Network for Curriculum Coordination, Springfield, IL.

Pub Date—Oct 83

Note—104p

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Agricultural Education, Catalogs, Curriculum, Postsecondary Education, *Technical Education, *Vocational Education

Identifiers—PF Project

Vocational, agricultural, and technical courses basic to a competency-based vocational curriculum are catalogued and tagged to curriculum materials and curriculum packages available in the East Central Curriculum Center (Illinois) library. Following a list of the East Central Vocational-Technical Network state representatives, material is divided into two sections. Section 1 contains a course list ordered numerically by Classification of Instructional Programs (CIP) code. Section 2 contains the same materials listed alphabetically. (LP)

ED 241 814 CE 800 118

Business/Education Cooperation Information Packet.

National Alliance of Business, Inc., Washington, D.C.

Pub Date—Feb 84

Note—166p

Available from—National Alliance of Business Clearinghouse, P.O. Box 7207, Washington, DC 20044 (\$27.50; quantity discounts available).

Pub Type—Collected Works - General (020) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Business Responsibility, Career Education, Career Exploration, Community Involvement, Community Role, *Cooperative Programs, *Educational Cooperation, Educational Trends, Elementary Secondary Education, Higher Education, *Policy Formation, *School Business Relationship, *School Community Relationship, Vocational Education

Identifiers—PF Project

Designed to meet the informational needs of both business leaders and educators who wish to develop mutually beneficial cooperative ventures, this packet contains three separate reports on public-private sector partnerships. An overview examines the contemporary focus on business and education links, the nature of partnerships at secondary and postsecondary levels, and comparative approaches to partnerships such as collaborative councils and private foundations. A report on the roles of educational institutions in the Job Training Partnership

Act (JTPA) analyzes the education-related results of a nationwide survey conducted by the National Alliance of Business. A technical report presents an overview of the JTPA vis-a-vis its implications for educators. Also contained in the packet is a four-page bibliography on business-education cooperation and a series of brief bulletins and newsletter articles on successful partnership models across the country. (LP)

ED 241 815 CE 800 119

Trey, Frances

Using a Checking Account, Grades 6-12.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—44p

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Addition, *Banking, Grade 6, Guidelines, Learning Activities, *Money Management, Secondary Education, Subtraction, Units of Study

Identifiers—*Checking Accounts, PF Project

Instructions and exercises on the use of checking accounts are provided for students in grades 6-12. The following topics are included: (1) reasons for opening a checking account; (2) how to open a checking account; (3) how to fill out deposit slips; (4) the elements of a check and how to write a check correctly; (5) checking account rules; (6) how to order personalized checks; (7) an explanation of service charges; (8) how to write out the amount of money in words on checks; and (9) how to use a check register. Exercises are included for interpreting and reconciling bank statements as well as for adding and subtracting money. A unit review, tests, test answers, suggestions for additional learning exercises, and a short bibliography are provided along with sample checks, deposit slips, a check register, and bank signature cards. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (JW)

ED 241 816 CE 800 120

Hollifield, John H.

In Reality, High Tech Means Low Skills, Poor Pay.

Council for Educational Development and Research, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—[83]

Note—5p

Journal Cit—Educational R & D Report; v6 n1 p2-5 1983

Pub Type—Journal Articles (080) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Education, Demand Occupations, Educational Change, Educational Needs, *Educational Trends, *Education Work Relationship, Elementary Secondary Education, *Employment Patterns, *Employment Projections, *Futures (of Society), *Job Skills, Quality of Life, Skill Obsolescence, *Technological Advancement

Identifiers—PF Project

A look at the potential impact of high technology suggests that there may be a dim side to the popular view that high technology is the answer to America's educational and occupational problems. In reality, as technology advances continue, required job skills will decrease further. High technology will account for only 7 percent of all new jobs created between 1980 and 1990, while managerial, professional, clerical, and service occupations will account for 68% of the employment growth during this period. Contrary to the usual assumption that increasing technology will allow machines to perform the more tedious and less skilled tasks, high technology will actually further simplify and routinize work tasks and reduce the need for worker individualization and judgment. Educators must resist the pressure to concentrate on specific skill training that will become useless as job requirements change. Instead, education should prepare students for success by providing skills in logic, analytical reasoning, scientific knowledge, communication, and the cultural arts. By providing these skills in addition to on-the-job training and recurrent education at various times over the life-cycle (as technology changes job requirements), schools can best utilize high technology as a tool for learning rather than as a subject that will displace more fundamental learning. (LH)

ED 241 817 CE 800 121

Personal Money Planner. The CIRcular: Consumer Information Report 14.

Bank of America NT & SA, San Francisco, CA.

Pub Date—Mar 80

Note—6p; For related documents, see CE 800

122-133.

Available from—Bank of America, Dept. 3401, Box 37128, San Francisco, CA 94137 (first set free, \$0.10 per copy thereafter, 10 copies \$1.00, 100 copies \$7.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Banking, *Budgeting, *Consumer Education, *Expenditures, Guidelines, Long Range Planning, *Money Management, Objectives, Pamphlets, Worksheets

Identifiers—*Goal Setting, PF Project

This report gives suggestions for starting a personal money plan, provides a worksheet for developing the plan, and offers ideas for putting the plan into action. Guidelines are presented for the following steps in developing a money plan: setting short- and long-term spending and saving goals; making a timetable for reaching those goals; determining annual net income; listing expenses; and using the money plan worksheet. The worksheet provides space for recording actual and desired annual and monthly expenses in 40 categories divided into four sections: housing, personal maintenance, obligations, and savings and investment. Pros and cons of the following methods of putting the money plan into action are discussed: using a combination of savings and checking accounts; setting up a cash box containing envelopes in which the money budgeted for each category is periodically placed; and keeping a ledger for each budget category so that the amount spent can be compared with the amount budgeted. Recommendations are offered for periodic adjustments of the money plan and for actions to take if budget deficits are a regular occurrence. Information in this report is current at the time of printing, March 1980, but is subject to change. (DC)

ED 241 818 CE 800 122

Ways to Save Your Money. The CIRcular: Consumer Information Report 2.

Bank of America NT & SA, San Francisco, CA.

Pub Date—Nov 83

Note—5p; For related documents, see CE 800

121-133.

Available from—Bank of America, Dept. 3401, Box 37128, San Francisco, CA 94137 (first set free, \$0.10 per copy thereafter, 10 copies \$1.00, 100 copies \$7.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Banking, *Consumer Education, Guidelines, Investment, *Money Management, Pamphlets, Planning

Identifiers—PF Project, *Savings Accounts

This report explains savings accounts and low-deposit investments in order to help consumers determine which accounts are right for them. It is divided into the following four sections (topics covered are listed in parentheses): (1) the savings program (setting savings goals, saving regularly, choosing a savings account, interest, the savings contract, and places to save); (2) types of savings accounts (regular savings accounts, time deposit accounts, money market deposit accounts, "super NOW" accounts, and United States savings bonds); (3) investments (mutual funds and money market securities, the latter including United States Treasury issues, federal agency issues, municipal bonds, and corporate bonds); and (4) special purpose accounts (Christmas clubs, custodial and informal trust accounts, matching fund investment plans, Individual Retirement Accounts (IRAs), and Keogh plans). Information in this report is current at the time of printing, November 1983, but is subject to change. (DC)

ED 241 819 CE 800 123

How to Balance Your Checkbook. The CIRcular:

Consumer Information Report 1.

Bank of America NT & SA, San Francisco, CA.

Pub Date—May 82

Note—11p; For related documents, see CE 800

121-133.

Available from—Bank of America, Dept. 3401, Box 37128, San Francisco, CA 94137 (first set free, \$0.10 per copy thereafter, 10 copies \$1.00, 100 copies \$7.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

able from EDRS.

Descriptors—*Banking, Consumer Education, Guidelines, Money Management, Pamphlets, *Recordkeeping, Records (Forms)
 Identifiers—Bank of America, *Checking Accounts, PF Project

This report presents information on checking accounts, describes how to read a monthly statement from the bank, and provides guidelines for balancing a checkbook. Topics covered include: how banks record transactions; the importance of keeping personal records and of balancing the checkbook promptly; what happens when there are insufficient funds to cover a check; responsibilities of the individual and the bank; and the value of checking accounts for money management. A step-by-step explanation is given of the different categories included in a Bank of America "Timesaver" statement. Guidelines for balancing a checkbook register using the monthly statement are offered along with a checklist of errors to look for when the checkbook does not balance. Suggestions for balancing a checkbook that has not been balanced for several months are also included. Information in this report is current at the time of printing, May 1982, but is subject to change. (DC)

ED 241 820 CE 800 124**Ways to Finance an Education. The CIRcular:**

Consumer Information Report 8.
 Bank of America NT & SA, San Francisco, CA.
 Pub Date—Jun 83
 Note—5p; For related documents, see CE 800 121-133.

Pub Type—Guides - Non-Classroom (055)
 EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Federal Aid, Federal Programs, Grants, Guidelines, Pamphlets, Postsecondary Education, *Private Financial Support, Special Programs, *State Aid, State Programs, *Student Financial Aid, Student Loan Programs, Work Study Programs

Identifiers—*California, PF Project
 This report describes federal, California state, and private student financial aid programs; ways to improve chances of receiving aid; and programs for special populations. Information is provided on the following sources of aid: (1) federal (Pell Grants, National Direct Student Loans (NDSL), Supplemental Educational Opportunity Grants (SEOG), College Work-Study (CWS), and aid to veterans and dependents); California (Cal Grant A, Cal Grant B, state graduate fellowships, and aid to dependents of veterans); (3) private organizations (National Merit Scholarship Corporation, businesses, professional associations, labor unions, and community organizations); and (4) private lenders (California Guaranteed Student Loans (CGSL), California Loans to Assist Students (CLAS), and personal loans). General information is provided on school financial aid offices, application procedures, eligibility, and filling out forms. Cost-cutting ideas include ways to shorten the time spent in school, suggestions for inexpensive schools to attend, and options for earning money while attending school. Special programs are discussed for minorities and women, disabled students, adults, and graduate students. Suggestions are offered to parents for planning ahead and for savings plans. Deadlines for several programs are included. Information in this report is current at the time of printing, June 1983, but is subject to change. (DC)

ED 241 821 CE 800 125**Income Tax Organizer. The CIRcular: Consumer**

Information Report 9.
 Bank of America NT & SA, San Francisco, CA.
 Pub Date—Jan 83
 Note—8p; For related documents, see CE 800 121-133.

Pub Type—Guides - Non-Classroom (055)
 EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Consumer Education, Expenditures, Federal Legislation, Guidelines, Human Resources, *Income, Pamphlets, Recordkeeping, Resource Materials, *Tax Credits, *Tax Deductions, *Taxes, Worksheets

Identifiers—*Income Taxes, *Internal Revenue Service, PF Project

Designed as an aid in preparing federal income tax returns, this report explains terms, provides a worksheet, and describes sources of tax help. The importance of keeping tax records is discussed along with strategies for recordkeeping, types of records to

keep, and how long to keep them. Explanations of the following terms are provided along with references to relevant chapters in Internal Revenue Service (IRS) Publication 17: (1) income (wages/salaries/other earnings, interest and dividends, capital gains and losses, alimony, and retirement plan benefits); (2) adjustments (moving expenses, Individual Retirement Account (IRA)/Keogh contributions, spouse's income, and contributions to charity); (3) deductions (medical/dental, taxes, interest, employees' educational expenses, casualty and theft losses, and charitable contributions); and (4) credits (child/disabled dependent care, political contributions, and energy conservation). A worksheet for recording monthly figures in each of these areas as well as in several additional areas is provided. Sources of tax assistance which are described include: IRS publications, direct IRS help, volunteer groups, commercial tax services, attorneys and accountants, and enrolled agents. Information in this report is current at the time of printing, January 1983, but is subject to change. (DC)

ED 241 822 CE 800 126**A Guide to Checks and Checking. The CIRcular:**

Consumer Information Report 10.
 Bank of America NT & SA, San Francisco, CA.
 Pub Date—Jun 82
 Note—6p; For related documents, see CE 800 121-133.

Available from—Bank of America, Dept. 3401, Box 37128, San Francisco, CA 94137 (first set free, \$0.10 per copy thereafter, 10 copies \$1.00, 100 copies \$7.00).

Pub Type—Guides - Non-Classroom (055)
 EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Banking, Consumer Education, Guidelines, Pamphlets

Identifiers—*Checking Accounts, PF Project
 This report provides explanations of checks and checking accounts and offers guidelines for their use. Types of checks which are explained include personal checks, negotiable orders of withdrawal, counter checks, universal checks, domestic and international money orders, cashier's checks, and travelers checks. A description of the different features on the face of a check is given. Guidelines and potential difficulties are discussed: (1) cashing checks (identification, personal checks, checks issued to an individual, two-party checks, and endorsements); and (2) depositing checks (deposit slips, endorsement for deposit only, partial deposits, deposit receipts, and placement of a hold on a check). Procedures for notifying the bank and authorities of lost, stolen, or forged checks and for stopping payment on a check are presented along with bank policies for dealing with rejected checks and overdrafts. Tips to save time and tips to save trouble are also included. Information in this report is current at the time of printing, June 1982, but is subject to change. (DC)

ED 241 823 CE 800 127**Solar Energy: Uses for Your Home. The CIRcular:**

Consumer Information Report 15.
 Bank of America NT & SA, San Francisco, CA.
 Pub Date—Aug 82
 Note—5p; For related documents, see CE 800 121-133.

Pub Type—Guides - Non-Classroom (055)
 EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Consumer Education, Cost Effectiveness, *Decision Making, Energy Conservation, Guidelines, *Heating, *Heat Recovery, Information Sources, Pamphlets, *Solar Energy, Tax Credits, Water

Identifiers—*California, Contractors, *Home Improvement, PF Project

This report defines active and passive solar energy systems, describes home uses for solar energy, and offers guidelines for choosing and installing a system. Much of the information is specific to the state of California. Uses for solar energy which are presented include passive space heating, passive cooling, active space heating, household water heating, and swimming pool heating. The following considerations in deciding whether to invest in a system are discussed: reducing the need for a system through energy conservation, determining cost effectiveness, financing the system, and claiming federal and California tax credits. Suggestions are offered for deciding whether to do it yourself or to have a contractor do the installation, for selecting a contractor,

and for choosing a system. A list of sources of further information cites six energy information centers and four California energy utilities. Information in this report is current at the time of printing, August 1982, but is subject to change. (DC)

ED 241 824 CE 800 128**Managing Your Credit. The CIRcular: Consumer**

Information Report 18.
 Bank of America NT & SA, San Francisco, CA.
 Pub Date—Oct 80
 Note—3p; For related documents, see CE 800 121-133.

Available from—Bank of America, Dept. 3401, Box 37128, San Francisco, CA 94137 (first set free, \$0.10 per copy thereafter, 10 copies \$1.00, 100 copies \$7.00).

Pub Type—Guides - Non-Classroom (055)
 EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Consumer Education, *Credit (Finance), Expenditures, Guidelines, Loan Repayment, *Money Management, Pamphlets, Planning

Identifiers—Credit Cards, PF Project
 This report describes principles and techniques for credit management. Topics covered include: (1) methods of determining personal credit limits; (2) ways to keep track of credit use; (3) suggestions for planning credit use; (4) explanations of single-payment charge accounts, revolving credit, installment credit, and consolidation loans; and (5) techniques for building and maintaining self-discipline in using credit. Information in this report is current at the time of printing, October 1980, but is subject to change. (DC)

ED 241 825 CE 800 129**Personal Record Keeping. The CIRcular: Consumer**

Information Report 21.
 Bank of America NT & SA, San Francisco, CA.
 Pub Date—Apr 83
 Note—5p; For related documents, see CE 800 121-133.

Pub Type—Guides - Non-Classroom (055)
 EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Charts, Consumer Education, Guidelines, *Information Storage, Pamphlets, *Recordkeeping, *Records (Forms)

Identifiers—PF Project
 This report explains the importance of keeping personal records, describes types of records to keep, and suggests places in which to keep them and ways to organize them. Guidelines are offered for keeping the following types of records: (1) personal documents (family records, wills, passports, diplomas, and social security cards); (2) property records (real estate records and household inventories); (3) financial records (securities, pension and profit-sharing plans, bank accounts, and credit accounts); (4) insurance records; (5) tax records; and (6) health records. The guidelines include reasons to keep each type of record and how long to keep it. Suggestions are offered for keeping records in the home and in safe deposit boxes as well as methods and aids for organizing records. A chart is included which lists the preferred storage location, uses, and length of time to keep each type of record. Information in this report is current at the time of printing, April 1983, but is subject to change. (DC)

ED 241 826 CE 800 130**What's in Your Credit Report? The CIRcular:**

Consumer Information Report 22.
 Bank of America NT & SA, San Francisco, CA.
 Pub Date—Jan 83
 Note—4p; For related documents, see CE 800 121-133.

Available from—Bank of America, Dept. 3401, Box 37128, San Francisco, CA 94137 (first set free, \$0.10 per copy thereafter, 10 copies \$1.00, 100 copies \$7.00).

Pub Type—Guides - Non-Classroom (055)
 EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Civil Rights, Confidentiality, *Consumer Education, *Credit (Finance), Guidelines, *Information Services, Pamphlets

Identifiers—*Credit Bureaus, *Credit Reports, PF Project

This report tells what information is likely to be in a credit report; how it is collected, filed, and communicated; and how individual rights regarding credit are protected by law. Topics covered include: (1) information generally contained in a credit pro-

file (identification, family status, public record information, credit accounts, and inquiries); (2) information not included due to law or due to the process of reporting credit; (3) a description of the credit reporting process including problems that can be caused by incomplete applications or incomplete information exchange systems; (4) types of reports supplied by credit bureaus (in-file reports and updated reports); (5) the rights of individuals under the Fair Credit Reporting Act of 1971 to see their credit reports and procedures to follow in order to see a report; and (6) actions to take if information in the report is disputed. Addresses and telephone numbers of California offices of federal and state agencies which handle problems with creditors and credit bureaus are included. The information in this report is current at the time of printing, January 1983, but is subject to change. (DC)

ED 241 827 CE 800 131
Money Management for Children and Parents.

The CIRCULAR: Consumer Information Report 25.
Bank of America NT & SA, San Francisco, CA.
Pub Date—May 83
Note—3p; For related documents, see CE 800 121-133.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Banking, *Budgeting, Consumer Education, Credit (Finance), Guidelines, Investment, *Money Management, Pamphlets, *Parent Child Relationship, Parent Education, Parent Materials, *Teaching Methods

Identifiers—Gifts, PF Projects, Savings Accounts
This report provides parents with information on teaching their children about budgeting, saving, and careful spending as well as information on giving their children money, bonds, and stocks. Topics covered include: (1) participation of young children in family shopping; (2) money management skills developed through giving children an allowance; (3) savings accounts; (4) involvement of children in the family's financial planning; (5) part-time jobs; (6) checking accounts; (7) longer-term savings accounts; (8) investments; (9) consumer credit (use of parents' credit accounts, establishment of credit, and responsibilities and costs of credit); and (10) gifts of money, stocks, and bonds (gift taxes, informal trust and custodial accounts, United States Savings Bonds, and stocks and bonds). Information in this report is current at the time of printing, May 1983, but is subject to change. (DC)

ED 241 828 CE 800 132
New Life for Old Houses. The CIRCULAR: Consumer Information Report 28.

Bank of America NT & SA, San Francisco, CA.
Pub Date—Mar 81
Note—5p; For related documents, see CE 800 121-133.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Building Plans, Consumer Education, *Facility Improvement, Financial Support, Guidelines, *Housing, Inspection, Pamphlets, *Purchasing

Identifiers—Contractors, PF Project
This report offers suggestions on finding, planning, and financing a home rehabilitation project. Information on finding a "fixer-upper" includes deciding where to look, learning what to look for in a house and neighborhood, learning about local building and zoning codes, deciding what characteristics of houses and neighborhoods are important, and finding out whether other houses in the neighborhood have been renovated. Detailed guidelines for inspecting a house both inside and outside are presented along with a discussion about having a professional inspector assess the house. Recommendations on financing the project include developing a plan for the rehabilitation project prior to visiting a lender and investigating options for financing. Descriptions are given of conventional loans and federal, state, and local government loan programs. Recommendations on finding and hiring professional contractors and information on possible grants and tax exemptions available to renovators of houses with historic value are included. Information in this report is current at the time of printing, March 1981, but is subject to change. (DC)

ED 241 829 CE 800 133
Insuring Your Property. The CIRCULAR: Consumer Information Report 29.

Bank of America NT & SA, San Francisco, CA.

Pub Date—Jun 81
Note—5p; For related documents, see CE 800 121-132.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Consumer Education, Guidelines, *Homeowners, *Housing, Inflation (Economics), *Insurance, Insurance Companies, Pamphlets, *Purchasing

Identifiers—Condominiums, PF Project, *Property Insurance, Rental Property

This report presents guidelines to help homeowners, renters, and condominium owners purchase and maintain adequate insurance coverage for their residences and personal property. Types of property coverage discussed include the following: (1) standard policies and exclusions; (2) special programs (earthquake insurance, federal programs for flood-prone and high-crime areas, and the California FAIR Plan for fire insurance and other perils in high-risk areas); and (3) loss recovery (structural loss, personal property loss, and policy limits on recovery). A chart which lists perils covered by six types of standard policies is provided. Guidelines for choosing and maintaining adequate insurance discuss initial amounts of homeowners coverage, inflation guards, condominium coverage, personal property coverage, contents replacement provisions, scheduled articles endorsements, and personal liability coverage. Recommendations on developing a personal insurance program include selecting a plan (choosing a company and an agent), determining costs of coverage and keeping costs down, keeping coverage current for home and personal property, and maintaining and storing property records. Information in this report is current at the time of printing, June 1981, but is subject to change. (DC)

CG

ED 241 830 CG 017 271

Cook, Michael S.
Delinquency Prevention Program Managers' Theories of Action: A Content Analysis.
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Aug 83
Grant—NIE-G-80-0113

Note—33p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Action Research, *Delinquency, *Evaluation Methods, Goal Orientation, *Prevention, Program Design, *Program Evaluation, School Activities

Identifiers—*Program Development Evaluation Method, Theoretical Orientation

Program development evaluation should focus on articulating theoretical rationales for program design and activities. To assist the managers of 17 school-based delinquency prevention projects (School Action Effectiveness Study) in developing theories of action, the Program Development Evaluation (PDE) method was utilized. To construct the theories, program managers extracted and stated links between individual variables (causes, events, outcomes) explicitly mentioned in the PDE plan. These theories of action were content analyzed. Results showed that, over time, the theories became larger, with more central variables and more links between them. Most of the increase was due to elaboration of the intermediate portions of the theories. The theories also became more related to delinquency, but this change was largely attributable to the development of delinquency theories by project managers who had not originally specified delinquency theories. Project managers appeared to develop theories in response to interventions that they already were committed to implementing. There was little evidence that theory produced substantial modification in most programs. The resultant theories were multi-causal and eclectic; traces of scientific theories could be found, but major differences, principally in size, were noted. Recommendations for future use of the PDE method include using it

to design initial program interventions, and training implementers to use the model and to think in theoretical action terms. (BL)

ED 241 831 CG 017 292

Steinberg, Laurence And Others
Dropping Out among Language Minority Youth: A Review of the Literature. NCBRR Reports.
National Center for Bilingual Research, Los Alamitos, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jun 82

Contract—NIE-00-CA-80-0001

Note—76p; For related document, see CG 017 293.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—American Indians, Blacks, Community Influence, Cultural Influences, *Dropout Characteristics, Dropout Research, Dropouts, Elementary Secondary Education, English (Second Language), *Hispanic Americans, *Language Dominance, *Limited English Speaking, Literature Reviews, *Minority Groups, Peer Influence, *Predictor Variables

This literature review summarizes and analyzes the current literature on variables predicting high school dropping out and the relationship between those variables and language minority youth (defined as those who are national origin minorities by birth and who speak, in varying degrees, languages other than English). After the introduction, which presents the rationale for the study, background data are presented on the numbers of language minority youth dropouts by ethnic origin, e.g., Blacks, American Indians, Hispanic Americans. The correlates and causes of dropping out are discussed, e.g., student, school, and community factors, and the relationship between those factors and language minority youth is explored. Language minority youth status and school leaving is next applied to Hispanic youths, addressing the influences of school, family, peers, the workplace, the community, and culture. The booklet concludes with an agenda for further research, and a 12-page bibliography. (BL)

ED 241 832 CG 017 293

Hirano-Nakanishi, Marsha J. Diaz, R. Leticia
Differential Educational Attainment among "At-Risk" Youth: A Case Study of Language Minority Youth of Mexican Descent and Low Socioeconomic Status. NCBRR Reports.

National Center for Bilingual Research, Los Alamitos, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Aug 82

Contract—NIE-00-CA-80-0001

Note—77p; For related document, see CG 017 292.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Academic Persistence, *Bilingual Students, Case Studies, Cohort Analysis, College Bound Students, *Dropout Characteristics, Educational Counseling, Elementary Secondary Education, *High Risk Students, High School Graduates, High Schools, Individual Differences, *Lower Class Students, *Mexican Americans, Minority Groups, Predictor Variables, Pupil Personnel Services, Spanish Speaking

Little has been done to analyze the forces that predict whether high-risk students will stay in school or drop out. Current and retrospective data from 27 high-risk youths were studied to shed light on this problem and to suggest ways of improving educational services. The at-risk students were from low socioeconomic backgrounds, were Mexican American, and were language minorities. Results showed that the high-risk youths did not differ significantly on standard school entry-level variables. However, more and regular exposure to learning activities in the home and school, in Spanish as well as English, seemed to be associated with greater educational attainment and achievement. The only noticeable differences in elementary school between eventual dropouts and college-bound students appeared on tests of reading achievement. College-bound students and graduates reported more positive memories of elementary school. Dropping out was not influenced by employment, peer relationships, or school attendance policies. But by the end of eighth grade, eventual dropouts could be distinguished by their lower grades and poorer attendance records. There was no evidence that tracking,

i.e., locking students into academic instructional streams, influenced dropping out. The findings suggest three general areas for interventions to improve services: (1) academic tutoring and programming; (2) entry considerations, for both elementary and junior and senior high school; and (3) counseling, school participation, and school structure in general. (JAC)

ED 241 833 CG 017 310

Goplerud, Eric N. *Walsh, Steven*
Weathering the Cuts: A Delphi Survey on Surviving Cutsbacks in Community Mental Health.
Pub Date—Aug 83
Note—44p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Community Programs, Delphi Technique, *Financial Problems, *Institutional Administration, Long Range Planning, *Mental Health Programs, Personnel Management, *Policy Formation, *Resource Allocation, Staff Utilization

Although the major locus of mental health care in the United States is in community agencies, funding cutbacks threaten the services those agencies provide. To assist human service managers in developing guidelines and concrete action strategies for dealing with financial problems, 106 mental health professionals (e.g., agency directors, technical experts, government officials) with knowledge of community mental health center (CMHC) cutback management issues participated in a delphi process to identify action strategies. In the first round, panel members described 77 actions which might be conceptualized to weather cutbacks. In the second round, those action strategies were rated on four dimensions (importance, desirability, feasibility, and validity), resulting in a rank ordering of the strategies. On the third round, panelists identified and ranked 15 strategies which they felt were most critical for weathering cutbacks. An analysis of the results showed a substantial consensus between the second and third round rankings. The 15 most important action strategies fell into internal organizational management and external environmental management categories. Internal organizational management strategies included development and maintenance of management information systems, priority setting in the areas of services and personnel, and improvement in business practices. External environmental management strategies included development of agency board coalitions, fund raising capacity, and client screening. (Listings of the top 15 strategies and the overall 77 strategies are appended.) (BL)

ED 241 834 CG 017 311

Exemplary Vocational Guidance Projects in Virginia, (1983-84 Project Abstracts).
Virginia Polytechnic Inst. and State Univ., Blacksburg, Div. of Vocational-Technical Education.
Spons Agency—Virginia State Dept. of Education, Richmond. Adult Education Service.
Pub Date—83

Note—38p.; For related documents, see ED 212 929 and ED 221 773. Subtitled "Improving Vocational Guidance and Counseling in Middle Schools."

Pub Type—Reference Materials—Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Abstracts, Adults, Blacks, Career Exploration, *Career Guidance, Counseling Techniques, Disabilities, Disadvantaged Youth, Individual Needs, *Microcomputers, *Middle Schools, Postsecondary Education, Program Descriptions, *Special Education

Identifiers—*Computer Assisted Counseling, *Computer Assisted Guidance, Virginia

This collection of abstracts provides descriptions of exemplary vocational guidance and counseling projects funded in Virginia through Title II (Vocational Education) of Public Law 94-482. The abstracts describe programs to improve vocational guidance for special needs persons (disadvantaged, handicapped) as well as those to improve vocational guidance in middle schools. A summary of the implementation of microcomputer vocational guidance services includes overall objectives and comments on methodology for implementation as well as charts of proposed activities. The activities of these programs are grouped by school system,

universities and 4-year institutions, community colleges, and agencies. A directory of the school, institution, or agency receiving funding is also given along with the names, addresses, and phone numbers of project directors. (JAC)

ED 241 835 CG 017 312

Smith, David Lawson. *And Others*
Conceptions of Social Stimulation and Their Effect on Social Perception Processes.

Pub Date—Apr 83
Note—24p.; Paper presented at the Annual Meeting of the Western Psychological Association (63rd, San Francisco, CA, April 6-10, 1983).
Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavior, Cognitive Processes, Information Sources, *Perception, Social Behavior, *Social Cognition, *Social Science Research, State of the Art Reviews, *Stimulation
Identifiers—*Social Perception

The problems which emerge in a critical assessment of social perception research reflect limitations at both the theoretical and implementation levels. Traditionally, social perception research has focused on conscious, cognitive, and linguistic processes in studying the perception of psychological qualities of people. Such a focus leaves unresolved the issue of the adequacy of observable manifestations in providing information about their sources. Information obtained by social perceivers must be addressed at a physical (static and dynamic properties) and a phenomenal (behavior and actions) level. Traditional research has assumed that observed stimulation is not structured sufficiently to convey information for the perception of internal states and attributes. Under this assumption, investigative priority has been placed on the hypothetical mechanisms of social perception while neglecting the empirical issue of the information potential of social stimulation. Recent research proposes a shift from investigating internal processes to investigating the information potential of social stimulation. This is done through discovering the dynamics in stimulation, combining temporal order with spatial order, and discovering the action perception in patterns of movement. This more phenomenal approach recognizes the individual as an efficient and effective perceiver and re-establishes the focus of social perception research as discovering the relationship between man and his environment. (BL)

ED 241 836 CG 017 313

Hastetter, Jephtha R.
Alcohol and Drug Abuse Teaching Methodology Guide for Medical Faculty, Medicine 1. Health Professions Education Curriculum Resource Series.

National Clearinghouse for Alcohol Information (DHHS), Rockville, Md.; National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
Spons Agency—National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
Report No.—DHHS-ADM-82-1158

Pub Date—82
Contract—ADM-281-79-0001

Note—47p.; For related document, see CG 017 314.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Alcoholism, Audiovisual Aids, Curriculum, *Drug Abuse, *Drug Education, Health Education, Higher Education, Instructional Materials, *Medical Education, Medical Schools, Medical Students, Teaching Guides, *Teaching Methods

This guide, one of a series of publications written for medical faculty to use in designing substance abuse instruction, focuses on the teaching of alcohol and drug abuse intervention in medical and osteopathic schools. Following a brief introduction to the booklet, the career teacher program, which is supported by federal grants, is explained. Curriculum objectives, focusing on definitions; scientific, social, and psychological factors; diagnosis; treatment; and prevention, are given. A discussion on attitude change as a goal of education and a description of various teaching modalities complete chapter 1. Chapter 2 discusses the teaching methodologies of clinical teaching, lecture, interactive teaching, role playing, computer-assisted instruction, small group setting, and audiovisual utilization. For each methodology specific goals or discussion points are offered. The booklet concludes with a list of references and three appendices: the curriculum ob-

jectives and goals; an annotated audiovisual materials listing; and an annotated listing of other teaching materials/resources with addresses. (BL)

ED 241 837 CG 017 314

Gallant, Donald S.
Alcohol and Drug Abuse Curriculum Guide for Psychiatry Faculty, Medicine 2. Health Professions Education Curriculum Resource Series.

National Clearinghouse for Alcohol Information (DHHS), Rockville, Md.; National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
Spons Agency—National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
Report No.—DHHS-ADM-82-1159

Pub Date—82
Contract—ADM-281-79-0001

Note—81p.; For related document, see CG 017 313. Appendix C, "A Technique for Intervention and Confrontation of Substance Abusers," by Michael Liepmann, is copyrighted and therefore not available.

Pub Type—Guides—Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Alcoholism, *Curriculum Development, Curriculum Guides, *Drug Abuse, *Drug Education, Health Education, Health Personnel, Higher Education, *Medical Education, Medical Schools, Medical Students, Psychiatry

This guide, one of a series of publications written for medical school faculty to use in designing substance abuse instruction, focuses on curriculum content for drug and alcohol abuse instruction. Following a brief introduction, discussions of positive attitude development toward substance abuse patients, and the psychological, cultural, and biological aspects of substance abuse are presented. Diagnostic techniques, patient referral and early intervention therapeutic treatment techniques, especially with adolescents, are also discussed. Treatment of acute and chronic phases of alcohol and drug abuse, and therapy goals and techniques are explored. Substance abuse among physicians is presented in terms of early symptoms, problems in delayed treatment, and successful treatment; and substance induced organic mental disorders are discussed. A section on community prevention of substance abuse focuses on primary (legal and educational approaches), secondary (medical and legal approaches), and tertiary prevention. The guide concludes with a list of references, appendices, and tables dealing with diagnostic instruments and drug signs and symptoms, and an annotated list of curriculum materials. (BL)

ED 241 838 CG 017 315

Smoking Prevention Health and Education Act of 1983. Hearings before the Committee on Labor and Human Resources, United States Senate, Ninety-Eighth Congress, First Session on S. 772 to Promote Public Health by Improving Public Awareness of the Health Consequences of Smoking and to Increase the Effectiveness of Federal Health Officials in Investigating and Communicating to the Public Necessary Health Information, and for Other Purposes (May 5 and 12, 1983).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Pub Date—May 83

Note—553p.; Portions may be marginally legible because of small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—Diseases, *Federal Legislation, *Government Role, *Health Education, Hearings, *Prevention, *Smoking

Identifiers—Congress 98th, *Labeling (of Objects), Proposed Legislation

These hearings present opening statements which argue for the government's responsibility to protect the health of citizens, citing the dangerous and often fatal relationship of cigarette smoking to cancer and heart and lung disease. Statements include those from Mrs. Barney Clark, widow of the first heart transplant patient, and physicians, surgeons, and medical researchers. In addition, a number of published accounts of the danger of cigarette additives, such as deersong, are presented. Other testimony describes smoking prevention studies and warning labels that are used in other countries. Reports linking smoking-related illness in non-smokers to association with heavy smokers are also presented. Opposing testimony, presented by repre-

sentatives of the tobacco industry as well as professionals from the fields of medicine, education, and psychology, proposes that people are sufficiently aware of the risks of smoking and that further federal intervention is unnecessary and would set an unwanted precedent. Additional testimony stresses that cigarette advertising is not aimed at young people, and evidence relating smoking to health hazards is not conclusive. The hearings include testimony from 17 witnesses; 42 prepared statements; and 13 additional articles, publications, and communications. (JAC)

ED 241 839 CG 017 316

Truckenmiller, James L.

Are Delinquents Different? Predictive Patterns for Low, Mid and High Delinquency Levels in a General Youth Sample via the HEW Youth Development Model's Impact Scales.

Spons Agency—Pennsylvania State Dept. of Public Welfare, Harrisburg.

Pub Date—Aug 82

Note—20p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982). For related documents, see ED 225 067, ED 229 674, ED 232 098, ED 233 261, ED 237 859, ED 239 188, and CG 017 317.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, *Delinquency, Delinquency Causes, Individual Differences, Labeling (of Persons), Models, Peer Influence, *Predictive Validity, *Predictor Variables, Secondary Education

Identifiers—*Impact Scales

The Health, Education and Welfare (HEW) Office of Youth Development's National Strategy for Youth Development model was promoted as a community-based planning and procedural tool for enhancing positive youth development and reducing delinquency. To test the applicability of the model as a function of delinquency level, the program's Impact Scales were administered to 1,561 males and females, aged 10-19, who comprised a roughly 6 percent systematic school system sample. The sample was divided into three groups representing low, medium, and high self-reported delinquency (SRD). Stepwise multiple regression analyses were run separately for the full sample and within each subsample. Results showed prediction of the SRD variation was poorest within the high SRD subsample. Normative Peer Pressure appeared as a major predictor in the full sample and the mid and high SRD samples. Youth Perceived Negative Labeling by Teachers was a major predictor in all data sets. Normlessness appeared as a major predictor for the full sample, and the low and mid SRD subsamples. Model confirmation was generally best when considering the general youth sample as was intended in the model's development. Other variables need to be investigated for more refined delinquency prediction within samples of highly delinquent youth. (JAC)

ED 241 840 CG 017 317

Fink, Michael D. Truckenmiller, James L.

Demographic Prediction of Juvenile Delinquency across and within Delinquency Levels.

Spons Agency—Pennsylvania State Dept. of Public Welfare, Harrisburg.

Pub Date—Aug 82

Note—20p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1983). For related documents, see ED 225 067, ED 229 674, ED 232 098, ED 233 261, ED 237 859, ED 239 188, and CG 017 316.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, *Age Differences, *Delinquency, *Demography, Identification, Instructional Program Divisions, *Predictor Variables, Secondary Education, *Sex Differences, Socioeconomic Status

Demographic prediction of juvenile delinquency has been hampered by the heterogeneity of youth samples. In an attempt to correct for sampling bias in predicting juvenile delinquency, 1,689 male and female youths (aged 12 to 19, drawn from a 6 percent systematic, census tract, random sample of Pennsylvania school youths) completed the Youth Needs Survey questionnaire which included demographic variables and a self-reported delinquency

scale (SRD). Analyses of the questionnaire data were performed on the complete sample and on low, medium, and high SRD subsets. The data showed that different SRD predictive patterns were produced depending on the data set considered. For the general sample, only age (older) and sex (male) were predictive of higher SRD scores. Analysis of the general sample yielded 58.5 percent, 19.3 percent, and 54.7 percent correct classification of these respective groups into low, medium, and high SRD groups from age and sex. However, of all youths classified as high delinquent, 7.12 percent were false positives. Of all youths predictively classified as non-high delinquent, 15.2 percent were false negatives. Grade level was SRD predictive within the low delinquent group, with a slight tendency for higher grade levels to be associated with higher SRD scores. In the medium delinquency group, males were associated with higher SRD scores, and within the high delinquency group, active welfare status was predictive of higher SRD scores. (Author/BL)

ED 241 841 CG 017 318

Zareh, Frances Mayer, Stephen

Cognitive Complexity and Liking for In-Group and Out-Group Members.

Pub Date—Aug 83

Note—13p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adults, *Attribution Theory, Bias, Blacks, Cognitive Processes, *Congruence (Psychology), Evaluation Criteria, *Group Membership, Interpersonal Attraction, *Racial Differences, *Sex Differences, Social Attitudes, Social Cognition, Whites

Identifiers—*Cognitive Complexity, Liking

Research on white college males has shown that people have a more complex schema regarding in-groups than out-groups. In an attempt to replicate the studies (Linville and Jones) on cognitive complexity and liking with a noncollege, racially and sexually mixed population, 60 randomly selected adult males and females read three vignettes describing people facing a problem. The vignettes described a white male athlete, a black male athlete, and a woman athlete. Subjects subsequently responded to items relating to possible solutions to the problems presented, and to descriptions of and attraction to the athletes. An analysis of the results showed partial support for the in-group complexity hypothesis in that each group of subjects, except white females, attributed more adjectives to their in-group member than to the out-group member. White subjects attributed more adjectives to white athletes, and black subjects attributed more adjectives to black athletes. Only black male subjects showed more liking for an in-group member than for an out-group member. (BL)

ED 241 842 CG 017 319

Fischer, Donald G. And Others

Delinquency Diversion: Follow-Up - Interview and Police Data.

Pub Date—Aug 83

Note—9p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, Community Programs, *Delinquency Prevention, *Followup Studies, Juvenile Courts, Law Enforcement, Parents, *Program Effectiveness, Program Evaluation, *Recidivism, Secondary Education

Identifiers—*Diversion (Judicial)

Follow-up data are often a neglected part of the evaluation of community programs. Yet, they should be an essential part of the information input to the process of judging effectiveness and whether or not the program should continue. This paper presents follow-up data on a juvenile diversion program which has been operating in a small Western Canadian city over the past three years. Interview data are based on 43 youths and parents and recidivism data are based on a larger diverted group (N=196) and court processed group (N=117). Preliminary results of the interview data are very positive. Both the youths and parents were very favorably disposed to diversion, and all preferred diversion to court (about 1/3 had had court experi-

ence). Recidivism data, also were very positive. Almost twice as many court-processed youths (50 percent) as diverted youths (26 percent) recidivated during the one-and-a-half year period following the diversion offense. Results suggest that diversion is the preferred course of action for pre-delinquents. (Author)

ED 241 843 CG 017 320

Nochajski, Thomas H. And Others

Leader Legitimacy and Influence in Female and Male Groups.

Pub Date—28 Aug 83

Note—16p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Discussion Groups, Evaluation Criteria, *Group Dynamics, Higher Education, *Leadership Qualities, *Leadership Styles, *Sex Differences

Identifiers—*Appointive Positions, Elected Positions, *Leadership Effectiveness

A leader's legitimacy through election or appointment has been found to create differing relationships with followers, resulting generally from greater expectations for an elected leader. To compare the authority and influence of elected and appointed leaders, 140 students were recruited to participate in research on "urban planning." They were organized into 35 four-person, same-sex groups. All subjects read a description of an imaginary city as background for a debate about urban planning programs emphasizing three problem areas: beautification, education, and welfare. Leaders were either elected or appointed. Low participants were given information supporting their position. Two kinds of dependent measures were used: (1) an observational measure, consisting of each individual's percentage of total group speech as an indicator of influence; and (2) the ratings of group members on a post-interaction questionnaire. Percentage of total group speech indicated significant differential effects of appointment and election on men and women leaders. Men held a higher percentage of speech under the elected conditions, while women did so under appointed conditions. Competence ratings yielded the same interaction pattern. The correlation of influence ratings with percentage of speech for appointed or elected leaders yielded significant sex differences; for females there were substantial positive relationships, while for males these were zero or negative. (JAC)

ED 241 844 CG 017 321

Gang Violence and Control. Hearings before the

Subcommittee on Juvenile Justice of the Committee on the Judiciary, United States Senate, Ninety-Eighth Congress, First Session on Gang Violence and Control in the Los Angeles and San Francisco Areas with a View to What Might Be Done by the Federal Government (Westwood, California, February 7, 1983 and San Francisco, California, February 9, 1983).

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

Pub Date—Feb 83

Note—121p.; Some pages are marginally legible due to small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adolescents, *Crime Prevention, *Delinquency, Federal Aid, *Government Role, Hearings, *Juvenile Courts, *Juvenile Gangs, Secondary Education, *Violence, Youth Problems

Identifiers—California (Los Angeles County), California (San Francisco), Congress 98th, Homicide

These hearings open with introductory statements detailing the nature of the gang violence problem and legal precedents for federal intervention. Proceedings from the Los Angeles hearings include testimony by a county supervisor, district attorneys, a former gang member, the executive director of the Community Youth Gang Services, and the director of the probation department gang supervision program. The San Francisco hearings include testimony from police and parole officials, district attorneys, and the director of the Center for the Assessment of the Juvenile Justice System. In addition to describing the juvenile gang problem, the proceedings center on the options for incarcerating juveniles, the backlog in the court system, recidi-

vism, probation, and rehabilitation. The provisions of the proposed Justice Assistance Act are discussed in terms of its value in funding state programs. (JAC)

ED 241 845

CG 017 322

Kochalka, James And Others

Covenant Contracting: Training Functions and Treatment Outcome.

Pub Date—Oct 83

Note—9p.; Paper presented at the Annual Meeting of the National Council on Family Relations (St.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, *Driver Education, *Parent Attitudes, *Parent Participation, Parents, Safety Education, Secondary Education, State Surveys, Traffic Safety

Identifiers—*Driver Licensing, *Washington

Most teenagers learn to drive through a combination of classroom instruction, simulated driving experiences, and road driving. As part of a larger study focusing on public opinions of traffic safety education, parental views on safety education effectiveness

(63rd, San Francisco, CA, April 6-10, 1983).

Pub Type—Information Analyses (070)—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Alcoholism, Anxiety, Behavior Patterns, *Cognitive Processes, *Coping, Literature Reviews, Models, *Psychological Patterns, *Self Concept, Self Evaluation (Individuals), Stress Variables

Identifiers—*Tension

Although the Tension Reduction Hypothesis (TRH) of alcoholism has been the most popular ex-

address the psychological consequences, psychological assessment techniques, and clinical issues in group therapy with sexually abused girls. In the first paper, H. Elizabeth King discusses the psychological consequences of sexual assault and incest on minors particularly in regard to family dynamics; the victim's age, cognitive development, and affective problems; and the effects on long term interpersonal relationships. Next, Carol Webb considers the psychological assessment of sexually abused adolescents in the context of a clinical study of 14 abused girls. Results of the study are presented in which the differences between this population and "normals" in objective, projective, cognitive, and affective processes are addressed. Differences between incest victims and those individuals with a one-time-only occurrence of sexual abuse are discussed also. In the final paper, Ann Hazzard explores the effects of group therapy over time with the same group of sexually abused girls, focusing on the benefits of interaction, and the sharing and fulfillment of dependency needs. The clinical issues in such therapy and the counseling format are discussed, as well as therapeutic strategies which were found to be effective in helping such girls deal with their feelings. Long term themes and issues, e.g., relationships with mothers, trust, and sexual concerns, are described. The paper concludes with the results of pre and post-tests administered to 5 out of the original 14 girls who attended at least 5 group therapy sessions. (BL)

ED 241 852

CG 017 329

Minkler, Meredith

Building Supportive Networks in a 'Grey Ghetto': The Tenderloin Senior Outreach Project.

Pub Date—Nov 83

Note—8p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (36th, San Francisco, CA, November 17-22, 1983).

Pub Type—Reports + Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Strategies, *Community Involvement, Gerontology, Individual Power, Mental Health, *Older Adults, Physical Health, Problem Solving, Program Descriptions, *Social Change, Social Isolation, *Social Support Groups, Well Being

Identifiers—California, Freire (Paulo), *Tenderloin Senior Outreach Project

The Tenderloin Senior Outreach Project (TSOP) in San Francisco facilitated the development of intentional networks among elderly residents of eight single room occupancy (SRO) hotels in an attempt to improve residents' health and well being, and to focus on social and environmental change. The 45 block Tenderloin area is one of the largest "gray ghettos" in the United States with 8,000 elderly men and women living in the deteriorating hotels. The typical resident is a white, unmarried male with few social contacts and a multiplicity of health problems. Social contact grew systematically from initial blood pressure screenings in the hotel lobbies to weekly support and discussion groups in six of the hotels. The group facilitators used Paulo Freire's problem posing educational method to help residents identify common problems, examine their root causes, and develop action plans. Crime was chosen as the key focus of group organization. Empowerment of the elderly was evidenced by the development of a Safehouse Project. Malnutrition was subsequently tackled by the seniors resulting in the establishment of a minimarket and nutrition project. The TSOP is currently a nonprofit organization with half of its board comprised of elderly Tenderloin residents. The TSOP is credited with improving community safety and individual health, and providing the residents with a sense of community, power, and control. (BL)

ED 241 853

CG 017 330

Arnsden, Gay G. Greenberg, Mark T.

The Inventory of Parent and Peer Attachment: Individual Differences and Their Relationship to Psychological Well-Being in Adolescence.

Pub Date—Apr 83

Note—38p.; Paper presented at the Annual Meeting of the Western Psychological Association (63rd, San Francisco, CA, April 6-10, 1983).

Pub Type—Reports + Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adjustment (to Environment), *Adolescents, Affective Behavior, *Attachment Behavior, College Students, Higher Education,

Individual Differences, Life Satisfaction, *Parent Child Relationship, *Peer Relationship, Self Esteem, *Well Being

Identifiers—*Inventory of Parent and Peer Attachment

The development and validation of the Inventory of Parent and Peer Attachment (IPPA), a self-report instrument for use with adolescents, is described. Item content of the instrument was suggested by Bowlby's theoretical formulations concerning the nature of feelings toward attachment figures. A hierarchical regression model was employed to investigate the association between quality of attachment and self-esteem, life-satisfaction and affective status. Respondents were 88 adolescents ranging in age from 17 to 20 years. As hypothesized, perceived quality of parent and peer attachments was significantly related to psychological well-being. Degree of negative life-change was independently related to well-being. An exploratory classification scheme was devised in order to categorize respondents according to the differential nature of their attachments. One secure and two anxious attachment groups were defined and compared on a number of variables theoretically expected to distinguish them. Adolescents classified as securely attached were superior in adjustment. The results also indicated that those adolescents characterized by anxious parent and peer attachment were more vulnerable to the deleterious impact of negative life-change on well-being. The study suggests the value of examining individual differences in quality of attachment during adolescence, as well as the importance of life-span approaches to the study of attachment. (Author)

ED 241 854

CG 017 331

Prinz, Ronald J. And Others

Children of Separating Parents: They Are Not All Alike.

Pub Date—30 Aug 83

Note—16p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports + Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affective Behavior, Children, *Divorce, Elementary Education, *Elementary School Students, Family Environment, Family Problems, Fatherless Family, *Individual Differences, Males, *Parent Attitudes, Parent Child Relationship, Sex Differences, *Student Adjustment Identifiers—Parenting Skills

Although the events associated with divorce can have negative effects on children who are involved, child maladjustment is not the inevitable consequence of divorce. To investigate the factors which may account for observed variation in children's response to divorce, 46 elementary school children (22 boys, 24 girls), residing with their mothers, were assessed by teachers having no knowledge about the family or child, using Achenbach's Teacher Report Form of the Child Behavior Checklist. The mother and child were separately interviewed about interpersonal relations, the child's perceptions, the functioning of the mother, and status and behavioral variables. An analysis of the results showed a high amount of variability in children's behavioral adjustment at school following the marital separation of their parents, particularly for boys. The characteristics of the family and of the separation were related to how the child fared at school. Boys whose parents engaged in less frequent negative interchanges and who saw their fathers often after separation were doing better in school than boys who witnessed overt marital hostility in the home prior to separation. Boys who scored lower on adaptive functioning tended to attribute more blame to themselves for their parents' breakup, to show a fear of abandonment by their families, and to report that the mother frequently made derogatory comments about the father. Finally, mothers whose sons were doing better at school reflected higher performance on a parental skills test and lower stress attributable to the restrictions of the parental role. (BL)

ED 241 855

CG 017 332

Cooper, Colin

Discriminant Factors in the Choice of a Non-Traditional "Math and Science-Oriented" versus a Traditional "People-Oriented" Career for Black Students.

Pub Date—Aug 83

Note—15p.; Paper presented at the Annual Convention of the American Psychological Association

(91st, Anaheim, CA, August 26-30, 1983). Pub Type—Reports + Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Black Students, *Career Choice, Career Guidance, Discriminant Analysis, Educational Environment, Employment Patterns, Higher Education, Human Services, Influences, *Nontraditional Occupations, *Occupational Aspiration, Role Models

Traditionally, blacks have been underrepresented in scientific and technical career fields, focusing instead on people and service-oriented careers. To investigate the relationship between career aspiration and various environmental influences (e.g., academic preparation and intellectual orientation, science-oriented hobbies, math and science courses, career information and guidance, and occupational role models), 254 black college students (111 in traditional career field programs, 143 in nontraditional career field programs), from five different colleges completed a questionnaire assessing these influences. An analysis of the results showed that non-traditional aspirants, in addition to having higher Scholastic Aptitude Test (SAT) scores: (1) attended private, parochial, and public schools for the academically gifted; (2) were enrolled in a college preparatory curriculum; (3) participated in science activities and hobbies; (4) received more encouragement to pursue mathematics and science, and received less discouragement concerning the pursuit of math and science from parents, teachers, and counselors; (5) took greater numbers of math and science classes and had better science and math high school facilities; and (6) had more non-traditional occupational role models than their traditional-oriented peers. The findings suggest the importance of having students take a variety of math and science courses beyond the minimum requirements to ensure that they are not pre-selected out of math and science occupations and in order to develop nontraditional occupational role models. (BL)

ED 241 856

CG 017 334

Robinson, Elizabeth And Others

Long Distance Training of Child Therapists.

Pub Date—Apr 83

Note—10p.; Paper presented at the Annual Meeting of the Western Psychological Association (63rd, San Francisco, CA, April 6-10, 1983).

Pub Type—Reports + Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Psychology, Counseling Techniques, *Counselor Training, *Distance Education, Graduate Students, Higher Education, Parent Education, Research Problems, *Supervisory Methods, *Training Methods

Two major barriers which stand in the way of the delivery of psychological services to children are inadequate therapy outcome research, and the unavailability of people qualified to teach others to use developed treatments. The long distance training model was developed to avoid such problems. It includes three major components: (1) the use of highly qualified trainers with special expertise in the treatment methods being evaluated; (2) intensive workshops; and (3) continuing long distance supervision via telephone calls and mailed videotapes. To evaluate the effectiveness of the model, nine psychology graduate students were trained in one of two modes of child treatment, the Parent-Child Interaction Approach or the Social Learning Approach. Clients were 19 families with externalizing children, aged 4-7, who completed between 9 and 14 weeks of training. All sessions were videotaped and coded. Videotape analysis indicated that therapists did implement the techniques specific to their training, suggesting that the long distance model was effective in teaching the two groups of therapists. Therapists informally indicated satisfaction with their training and appreciation of the opportunity to be trained by experts. (JAC)

ED 241 857

CG 017 335

Robinson, Elizabeth A. Smith, Sharon L.

Successful Completers of Parent Training: Who Are They?

Pub Date—Apr 83

Note—11p.; Paper presented at the Annual Meeting of the Western Psychological Association (63rd, San Francisco, CA, April 6-10, 1983).

Pub Type—Reports + Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Dropout Characteristics, *Individual Differences, Parent Child Relationship, *Parent Education, *Parents, *Participant Characteristics, Problem Children

Parent training has been successfully used in the treatment of a wide variety of childhood disorders, but interpretation of the literature has been plagued by the large number of families who discontinue treatment prematurely. To compare parents who discontinued treatment with those who completed parent training, 39 families with externalizing children between the ages of 4 and 7 completed 10 hours of assessment and were assigned to one of two treatment conditions: Social Learning or Parent-Child Interaction Training. Of all the families, 24 completed training and 15 discontinued training against the therapist's advice. Data analysis showed that parents who completed training reported their children as having more major behavior problems than did parents who terminated treatment. However, home observation data indicated no significant differences in the behavior of the children. Those who completed training tended to have a higher income, tended to be from two-parent families, and tended to report slightly more pathology on all measures administered at pretreatment, including the marital adjustment test. There were no differences between the groups on parent or child IQ, expectations for success, or age of the child. The findings suggest that completers perceive their children to be experiencing significant behavior problems, although the differences between completers and dropouts do not reflect an actual difference in severity of the child's pathology. Those who complete treatment may be in more subjective distress and consequently may be more willing to admit and discuss problems than those who terminate prematurely. (JAC)

ED 241 858 CG 017 336

Rogler, Lloyd H.

Epidemiological and Clinical Services Research on Hispanics' Mental Health Care.

Pub Date—Aug 83

Note—14p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983). **Pub Type**—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingualism, Clinics, Counseling Services, Cultural Context, Ethnic Bias, Hispanic Americans, Intercultural Communication, *Mental Health, *Research Design, *Social Science Research

Identifiers—*Epidemiology

The quality of mental health research on Hispanic populations has not kept pace with the quantity, resulting in a poorly integrated body of scientific knowledge. A conceptual framework for clinical service research with Hispanic populations highlights specific goals and orientations, following a hypothetical five-step temporal sequence. Research in the first phase of the framework, the emergence of mental health problems, should seek to determine the true prevalence and incidence of mental distress among Hispanics in relation to etiology. Such research should call attention to the importance of the migration experience in creating strains for this population. In phase two, help seeking behavior, the Hispanic's uses of mental health facilities should be examined, focusing on the integration of Hispanic Americans into social organizations, acculturational barriers, and utilization rates. In phase three, evaluation, the assessment of Hispanic clients should focus on the effects of bilingualism and interview language, and the influence of ethnicity on evaluation and traditional assessment procedures. During the fourth phase, therapeutic modalities, the development and evaluation of culturally sensitive therapeutic modalities should be researched, emphasizing language barriers, psychocultural distance, bias, stereotyping, and expectations discrepancies. The fifth and final phase of the research should focus on post-treatment rehabilitation, specifically to identify those factors which enhance or suppress capacity to function. (BL)

ED 241 859 CG 017 337

Segal, Shirley Ann

Children of Holocaust Survivors.

Pub Date—Oct 83

Note—14p; Paper presented at the Annual Meeting of the National Council on Family Relations (St. Paul, MN, October 11-15, 1983).

Pub Type—Information: Analyses (070) —

Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescent Development, Adolescents, Children, Elementary Secondary Education, *Emotional Problems, Family Influence, Parent Child Relationship, *Psychological Patterns

Identifiers—*Holocaust, *Posttraumatic Stress Disorder

As a result of the Holocaust, many survivors developed long term psychosocial impairment known as the Post-traumatic Stress Disorder (PTSD), which is characterized by depression, anxiety, hypochondria, inability to concentrate or to express anger, nightmares, insomnia, obsessive thoughts, guilt, mistrust, and alienation. The literature in this area clearly documents that the effects of the Holocaust are transgenerational, i.e., due to an inability to individuate from their parents by adolescence, many children of Holocaust survivors begin to exhibit PTSD symptoms. Because these children are seen by their parents as symbols to compensate for all they lost in the Holocaust, and as their only links to the outside world, they are taught conformity, mistrust, shame, and guilt. As a result, they are unable to establish trust, the initial developmental task. Through group therapy with fellow survivors and their children, both parents and children can be helped to recognize their losses and to restore continuity, belonging, and rootedness to their lives. The knowledge gained from working with Holocaust survivors and their children can be used to help the children of survivors of other catastrophes. (BL)

ED 241 860 CG 017 338

Johnson, Samuel D., Jr.

The Cross Cultural Counseling Specialization at Teachers College, Columbia University.

Pub Date—30 Aug 83

Note—19p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983). **Pub Type**—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Continuing Education, *Counselor Training, Course Objectives, *Cross Cultural Training, Cultural Education, *Curriculum Development, Models, Program Descriptions, Program Design, *Specialization

Identifiers—*Columbia University NY

Following a brief introduction, which provides background information about the development of the cross-cultural counseling program at Columbia University, New York, this paper describes the conceptual model on which the program is based. The two levels of program structure are described, i.e., the generic level common to all counseling students, and the specializations level for varied settings or research interests (counseling older adults, counseling in business and industry, counseling the culturally different). The latter program is discussed in detail including: descriptions of the curricular content for two courses offered to increase awareness of how cultural differences affect the counseling process (Implications of Ethnic and Socioeconomic Differences for Counseling and Guidance, and Counseling Culturally Different Women); and two courses aimed at developing specific skills (Guidance Techniques for the Bilingual Child and Family, and a laboratory/experimental version of Implications of Ethnic and Socioeconomic Influences). Responses to the program over the past 2 years are presented, and offerings in cross-cultural counseling in the continuing education program are described. The paper concludes with a brief discussion of the role and future directions of the program. A diagram of the conceptual model is appended. (MCF)

ED 241 861 CG 017 339

Heinemann, Allen And Others

The Role of Hope in Spinal Cord Injury Rehabilitation.

Pub Date—27 Aug 83

Note—15p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983). **Pub Type**—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adaptive Behavior (of Disabled), *Coping, Counselor Role, Disabilities, Emotional Response, Expectation, Health Personnel, Physiology, Prognostic Tests, *Psychological Needs, Psychological Patterns, *Rehabilitation

Identifiers—Acceptance, *Hope, *Spinal Cord Injury

ries

Hope has motivational importance to individuals who have suffered a major physical loss. Theories of adjustment to a spinal cord injury take one of three approaches: (1) premorbid personality, which highlights the individual's past experiences, personal meanings, and body image; (2) typologies of injury reactions, which range from normal to psychotic; and (3) stage models of adjustment, characterized by movement from denial to depression to anger to acceptance. In rehabilitation a curvilinear relationship between hope and acceptance exists in that extremely high and extremely low levels of hope impede acceptance. Reality-oriented clients who possess moderate levels of hope report more positive rehabilitation outcomes. The role of the professional should assume in balancing the client's hope and expectations remains an individual decision based on the client's emotional response and psychological needs. At the Pritzker Institute in Chicago, where studies in the use of functional electrical stimulation (FES) in aiding paraplegic persons to stand and ambulate are being conducted, careful candidate screening and interviewing assess the client's hope and expectations before treatment. To achieve a balance between hope and reality, each client should be assessed from a familial, economic, vocational, psychological, social, and intellectual perspective. (BL)

ED 241 862 CG 017 340

Hannah, Mary Elizabeth Midlarsky, Elizabeth

Describing the Recipients of Rehabilitation Services: Which Way Is Best?

Pub Date—Aug 83

Note—16p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Standards, College Students, *Disabilities, *Handicap Discrimination, Higher Education, *Labeling (of Persons), Negative Attitudes, Personality Traits, Rehabilitation, *Stereotypes

Identifiers—*Behavior Descriptions, Social Distance

Although community-based treatment strategies have gained in prominence, recipients of those services still suffer from negative labeling and public reactions. To investigate differential effects of labels and/or descriptions of handicaps on attitudes toward disabilities, two studies were conducted. In the first study, 140 college students (65% white, 35% black) completed the Attitude Toward Disabled Persons (ATDP) Scale under two stimulus conditions (labels or descriptions). An analysis of the results showed that for amputee, blind, deaf, severely mentally retarded, and psychotic, there were no significant differences in the social distance scores under the two stimulus conditions. In contrast to the lower social distance scores for the labeling of alcoholics, diabetics, epileptics, ex-convicts, and ulcer patients, neurotics received significantly lower social distance scores in the description condition. In the second study, 209 college students (52% white, 48% nonwhite) completed the ATDP under three stimulus conditions (labels, descriptions, labels and descriptions). An analysis of the results showed that for deaf, diabetic, epileptic, ex-convict and ulcer patients, exposure to descriptions led to significantly greater social distance scores than did exposure to the labels. On the other hand, for epilepsy, diabetes and ulcers, the labeled descriptions resulted in lower social distance than the unlabeled descriptions. For the epileptic, the description led to significantly greater social distance than did either the label or the labeled description. The findings indicate that the choice of how to label the handicapped is a complex matter, dependent on the specific disabilities and on the nature of prevailing stereotypes about the disabilities. (BL)

ED 241 863 CG 017 341

Verbrugge, Lois M.

Pressures, Satisfaction, and Their Link to Physical Health of Young Women.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD.

Pub Date—Aug 83

Grant—MH-29478

Note—26p; Paper presented in a symposium on "Women of Childbearing Age at Work: Stress and

Health" at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Competence, Coping, Divorce, *Females, Life Satisfaction, Life Style, Marriage, *Physical Health, *Role Conflict, *Stress Variables, *Young Adults

Increasingly, young American women are engaged in multiple roles, combining job and family responsibilities. To investigate the links between role groups (employment, marriage, parenthood), and pressures, satisfactions, and physical health among young women, a subsample of 162 white women, aged 18 to 34, drawn from the 1978 Health in Detroit Study, completed interviews about health and stresses; 144 women subsequently kept health diaries for 1 week or longer. An analysis of the results showed that, although motherhood and employment increased certain pressures, marriage tended to diminish them. Both marriage and employment were linked to well being, self-esteem, and personal control. Lowest competence was found among never married women, who had least resistance to stress and lowest self-esteem, and among previously married women. Women with the fewest roles were least content, while those with the most roles were very content despite the pressures they experienced. Employment and motherhood were linked to good health, while previously married women had distinctly worse health. Overall, women with multiple roles learned how to buffer the increased pressures they often confronted, and women without multiple roles exploited their satisfactions when they were fortunate enough to feel them. (BL)

ED 241 864 CG 017 342

Heller, Tamar And Others

Family Reactions to Institutional Closure.

Illinois Univ., Chicago. Inst. for the Study of Developmental Disabilities.

Spons Agency—Illinois State Dept. of Mental Health and Developmental Disabilities, Springfield.

Pub Date—Aug 83

Note—25p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), Attitude Change, *Coping, *Deinstitutionalization (of Disabled), Developmental Disabilities, Emotional Response, *Family Attitudes, Perception, Social Support Groups, *Stress Variables

Identifiers—Resistance (Psychology)

To investigate the process whereby families cope with the stresses associated with the decision to transfer their developmentally disabled relatives and are able to overcome their negative attitudes and feelings toward the relocation and the new facilities, 187 relatives (72% parents) of residents who were transferred were surveyed. The residents were moved from a large state institution to four smaller institutions closer to their families. The questionnaire assessed family involvement, stresses, feelings, policy knowledge, satisfaction with services, social support, coping, and family satisfaction. Social workers at the closing facility also completed a questionnaire assessing the degree of family involvement with the relative. An analysis of the results showed that the majority of families were very dissatisfied with the decision to close the institution, expressing concern for the negative impact of the move on the resident. The majority of respondents reported feeling stressed when they first heard about the closure; however, stress was decreased with time and information. Those with the greatest closure-related stress were those with worries about transfer trauma and those who had experienced high stress upon initial diagnosis and placement of their relative. Family dissatisfaction was correlated with worries about transfer trauma and meeting their relative's medical needs. Social support from new staff was most beneficial in reducing stress and increasing family satisfaction. The findings indicate that family opposition could be lessened if their concerns were addressed directly and their involvement elicited early in the closure process. (BL)

ED 241 865 CG 017 343

Feinson, Marjorie Chary

Aging Widows and Widowers: Does the Impact of Bereavement Differ?

Pub Date—Nov 83

Note—25p; Paper presented at the Annual Scientific Meeting of the Gerontological Society (36th, San Francisco, CA, November 17-22, 1983).

Pub Type—Information Analyses (070)—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, Aging (Individuals), Anxiety, Death, Depression (Psychology), *Emotional Response, *Grief, Older Adults, Psychological Patterns, Psychosomatic Disorders, *Sex Differences, Stress Variables, *Widowed

Though many theories of the greater impact of a spouse's death on men than on women derive some support from role theory, little empirical data exist to support the hypotheses. Behavioral studies of widowhood have focused on social participation as a determinant in coping, without studying the survivor's degree of social involvement before the spouse's death. Physical response studies have focused on widow mortality rates, suggesting that men are at higher risk than women. However, these studies do not differentiate age categories when reporting results. Psychological response studies have found that, while women generally report more distress or depressive symptoms, bereaved women do not conform to this pattern. Further, existing studies do not provide any evidence to support the perception that men are more affected than women in the wake of a spouse's death. To investigate the psychological stress of death on widows and widowers, a probability sample of 163 respondents (over age 60), whose spouses had died within the last 24 months, were interviewed using the Hopkins Symptoms Checklist or the SCL-90-R and a modified version of the General Well Being Scale. An analysis of the results showed that although widows reported more symptoms, no significant gender differences were found for anxiety, somatic symptoms, or malaise. Overall, support for the perception of aging widowers as being more affected by their spouse's death is unfounded. (BL)

ED 241 866 CG 017 344

Stewart, Sunita Alpert, Murray

Psychotherapy Supervision: Trainee/Supervisor Characteristics Correlated with Evaluations.

Pub Date—Aug 83

Note—8p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Counselor Characteristics, Counselor Educators, *Counselor Training, Graduate Students, Higher Education, *Interpersonal Relationship, Psychotherapy, Student Evaluation of Teacher Performance, Student Teacher Relationship, *Supervisor Qualifications, Supervisory Methods

Identifiers—Counselor Supervisors

Recent studies in counselor training have focused on the trainee/supervisor relationship, with little empirical research on the supervisor and trainee qualities that may contribute to a successful experience. To explore the supervisor and trainee characteristics that may contribute to high quality training, 40 pairs of trainees and supervisors in the clinical psychology internship program from New York University-Bellevue Medical Center, completed separate evaluation forms designed to rate supervisor and trainee characteristics. Each form contained an overall rating, ratings on three dimensions related to skill level in academic and clinical issues, and ratings on three dimensions related to relationship issues. An analysis of the results showed that supervisors who were responsive to the trainee's interests and needs, were available, and were highly skilled in conceptual issues, were rated most highly. Guiding trainees to relevant clinical literature was negatively correlated with the rating of the supervisor. Trainees who were rated most highly were those who were aware of and willing to discuss reactions to the patients. Trainees' skills in conceptualization and treatment of patients were rated as less important than the relationship. Overall, trainees preferred purist supervisors and supervisors preferred flexible trainees. (BL)

ED 241 867 CG 017 345

Aldous, Joan And Others

The Loved Ones: Aging Parents and Their Favorite

Children.

Spons Agency—National Inst. on Aging (DHHS/NIH), Bethesda, MD.

Pub Date—Oct 83

Grant—NIA-12938

Note—35p; Paper presented at the Annual Meeting of the National Council on Family Relations (St. Paul, MN, October 11-15, 1983).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Affection, Aging (Individuals), Attachment Behavior, Birth Order, *Emotional Response, Family Life, Family Structure, *Parent Child Relationship, *Parents, Psychological Needs, Sex Differences

Identifiers—*Adult Children, *Parent Favoritism

Despite the cultural norm that parents should love their children equally, parents do differ in their preferential treatment toward their children. To obtain information about the characteristics of the loved ones and the loving ones in parent child relationships among aging parents and adult children, 124 couples (in which the men graduated from a large Catholic university between 1936-1940) were interviewed about the kind and number of contacts they had with their children who had left home. In addition, each spouse separately completed a questionnaire on sociometric issues and feelings about their relationship with their children. An analysis of the results showed that gender was more important than spatial closeness in determining the loved and loving child in a family. However, proximity had a strong positive and enforcing effect in the adult daughter's contact with her parents. Parents' satisfaction with the relationship was not gender specific and competing loyalties were important in determining relationship frequency and intimacy. Disagreement with children had a negative influence on the relationship, with the loved and loving children having very few disagreements with their parents, particularly in regard to the child's treatment of siblings. Fathers' attitudes were related to which child received the most comfort and sympathy, while mothers' attitudes were related to who gave the most comfort and sympathy. Overall, the majority of loved and loving children were first or second born, had no disagreements with fathers, lived less than 50 miles from parents, and were female. (BL)

ED 241 868 CG 017 346

Franzen, Michael D. Heffernan, William

Patterns of Coping, Patterns of Response.

Pub Date—Aug 83

Note—28p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

May not reproduce clearly because of light print.

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Anxiety, *Behavior Patterns, *Cognitive Style, College Students, *Coping, Emotional Response, Higher Education, Males, Physiology, *Psychological Patterns, Psychosomatic Disorders, *Stress Variables

Both behavioral and cognitive coping strategies are determined by an individual's perception of the stressful stimuli. To investigate the relationship of an individual's usual coping style to differential responses to a behavioral or cognitive stressor in four response systems (heart rate, muscle tension, galvanic skin response, and subjective reports of anxiety), 90 male college students completed a questionnaire assessing their usual behavioral and cognitive coping strategies. They were then exposed to two stressors (white noise tones randomly delivered over a 5-minute period), one requiring a behavioral coping strategy (pressing a bar) and one requiring a cognitive coping strategy (imagining a tree). Physiological and subjective arousal were monitored. The Spielberger State Anxiety Inventory was administered before and after each stress period. Finally, the coping styles of the subjects were assessed by the Repression/Sensitization Scale, the Internal/External Scale, the Miller Coping Scale, and the Tanck-Robbins Scale. An analysis of the results showed that in both conditions, highly behavioral copers exhibited lower heart rate, muscle tension, and anxiety than did highly cognitive copers. However, the reverse was true for galvanic skin response (GSR) with highly cognitive copers exhibiting lower GSR in both conditions. Congruity between usual coping style and stressors did result in less stress as measured by GSR and anxiety. The

results indicate that different coping styles may be differentially effective in ameliorating response to stress in different systems. (BL)

ED 241 869 CG 017 347

Koh, Yang K. *Bell, William G.*
Korean Elderly in America: Acculturation and Changes in Life Style.
Pub Date—19 Nov 83

Note—18p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (36th, San Francisco, CA, November 17-22, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Acculturation, *Adjustment (to Environment), Delivery Systems, Gerontology, *Korean Americans, *Life Style, Limited English Speaking, *Older Adults, Parent Child Relationship, *Social Support Groups

As the numbers of Korean immigrants, particularly Korean elders continues to increase, their adjustment problems and service needs are beginning to receive attention in communities with a large influx of Asian immigrants. To examine Korean elders' use of filial and formal support systems in dealing with their problems, 151 older Koreans living in New York City were interviewed. Most subjects had migrated to the United States within the past 10 years. The study focused on living arrangements of Korean elders, on service needs, on the pattern of help between adult children and aging parents, and on the use of formal services by Korean elderly. Among major findings, the sample respondents expressed a strong preference for living apart from their children who had brought them to the United States, mirroring a pattern of intergenerational living arrangements more characteristic of the United States than Korea. Help between generations was reciprocal, but a substantial proportion of older Koreans turned increasingly to formal agencies for help in time of illness, for income maintenance, housing assistance and transportation, to supplement help from family and friends. As expected, a lack of bilingual communication skills on the part of Korean elders and service providers created a barrier to the use of essential services by older Koreans. To remove the existing barriers and to improve the delivery of services, Korean elders suggested that a multiservice center be organized and administered by Korean speaking staff. (Author/JAC)

ED 241 870 CG 017 348

Dresselhaus, Mildred S.
Current Crisis in Science Education? Women in Science and Problems for the Behavioral Scientists. Some Perspectives of a Physicist.
Pub Date—Aug 83

Note—21p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Counselor Role, *Educational Needs, *Females, *Interdisciplinary Approach, Mathematics Education, Opinion Papers, Psychologists, *Research Needs, *Science Careers, *Science Education, Science Teachers, Student Interests, Teacher Shortage, Womens Education

A number of problems exist in society which require the cooperation of physical and social scientists. One of these problems is the current crisis in science education. There are several aspects to this problem, including the declining interest of students in math and science at a time when functioning in our society requires more, not less, working knowledge of basic math and science. Another aspect is the declining attractiveness of teaching careers in math and science, leading to a severe teacher shortage in these areas and inadequate competency of some of the teachers now available. Several factors might explain the shortage, including declining esteem for public school teachers, relatively low salaries, and increased opportunities for women who leave the teaching field for careers in business and industry. Psychologists can play an influential role in establishing, in quantitative terms, the reasons for these changes, and can focus on developing methodologies for stimulating student interest in math, science, and computer literacy. More technological changes can be expected, and opportunities will increase for psychologists and social scientists to help people adjust to them. The increasing national need for physical scientists and engineers has implications for women in these fields. Psychologists

should be encouraged to study social impediments inhibiting women from considering physical science careers, and to develop ways of motivating women students to take the necessary courses. The need for support mechanisms for women and minority students in these fields is increasing. The time has come for increased interaction between physical and behavioral scientists. (JAC)

ED 241 871 CG 017 349

Vollmer, Barbara M.
Educational Factors That Encourage Women to Pursue Pioneer Careers.

Spons Agency—Denver Univ., Colo.

Pub Date—Aug 83

Note—25p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Business Administration, Career Choice, Career Development, College Seniors, Counselor Role, *Educational Environment, *Females, Higher Education, *Nontraditional Occupations, Occupational Aspiration, *Science Careers, Social Support Groups

Identifiers—*Business Careers
Women continue to be underrepresented in scientific and business careers, yet little is known about the impact of women's school experiences on their career development. To investigate how educational institutions encourage and discourage women entering scientific and business careers, 50 female college seniors in these majors were interviewed and asked to complete a 26-item career survey, taken from the Student Development Task Inventory (Winston 1979), and a questionnaire on influences. Mean scores and a stepwise regression analysis indicated that subjects received encouragement in their educational and career goals from parents, friends, siblings, and certain faculty members. Classroom experiences, doing well academically, and special projects were indicated as encouragers, while extra curricular activities other than work experiences were not considered influential. These women rated interactions with counselors as their least encouraging experience. Interactions with graduate students and advisors were also viewed as less encouraging. Subjects most active in career planning indicated that they were encouraged by professional conferences, and cited a need for more female role models and improved career advising. (The paper includes the survey instruments.) (JAC)

ED 241 872 CG 017 350

Lott, Bernice
The Potential Enrichment of Social/Personality Psychology through Feminist Research, and Vice Versa.

Pub Date—Aug 83

Note—27p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavior, Females, *Feminism, Opinion Papers, *Personality Theories, Research Methodology, *Research Needs, Sex Stereotypes, *Social Psychology, *Social Science Research, Womens Studies

Although many colleges offer programs in women's studies, research on the psychology of women has very low visibility in professional journals. Feminist research can enrich the discipline of social and personality psychology through its unique orientation and methodology. Gender must be viewed as both a characteristic of participants in a situation and a stimulus to which persons respond. Both men and women must be used in research samples in order to derive conclusions about all of human behavior. Gender stereotypes must be separated from definitions of good functioning and mental health. To date, uniquely female roles, behaviors, and occupations remain relatively unstudied, due to the tendency to study women in terms of their relationships to men. The study of behavior must acknowledge the differences in status and power between the sexes. Feminist research must examine new sources of information from ethological/observational modes as opposed to laboratory studies of social behavior. Behavior should be studied as a function of both the person and the context. In reporting gender differences, the feminist researcher

must take into account the magnitude of effect along with statistical significance and the traditional values and language used in the male dominated field. Feminist theory's response to gender differences is still in its infancy. Both social factors and life experiences have created a women's culture with both historical and contemporary significance. However, caution must be employed in focusing on women's uniqueness as it may lead back to gender stereotypes, while ignoring within-gender variability. Feminist theory can aid social/personality psychology by forcing a revolution in scholarship directed toward change. (BL)

ED 241 873 CG 017 351

Gjerde, Per F.
Parent-Adolescent Interaction in Family Context: Importance of Second-Order Effects.

Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD.

Pub Date—Aug 83

Grant—NIMH-MH-16080

Note—12p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, *Behavior Patterns, *Family Relationship, Fathers, *Interpersonal Communication, Marital Satisfaction, Mothers, Parent Attitudes, *Parent Child Relationship, Parent Participation, Secondary Education, *Socialization

Identifiers—*Second Order Effects

The marital relationship may have indirect, or second order socialization effects on the parent child relationship. To investigate the second order socialization effects in parent adolescent relationships, 44 mostly white, middle-class families with a 13-year-old adolescent child were videotaped in three separate situations: adolescent with mother, with father, and with both parents. Parental behavior in these sessions was assessed by 18 judges using the Family Interaction Q Sort (Gjerde, Block and Block, 1981), which consists of 33 forced-choice, implicative statements of parental socialization practices. An analysis of the results showed that mothers were more consistent and affective toward their adolescent child when the father was present. In the presence of the father, mothers had more influence and more control, and were more relaxed, spontaneous, and affectionate. Fathers were more involved with their adolescent child when the mother was absent. They were more egalitarian, protective, responsive, respectful, and likely to encourage individuality when interacting alone with their child. In dyadic settings fathers were more interested in having the child participate and give reasons for their decisions, and less likely to antagonize, exclude, and withdraw from the adolescent. When the mother was absent, fathers interacted in a less emotional manner and were less likely to do things their own way and to enforce directives. Although the findings indicate that parental behavior in days and trials differs it is unclear if this information is redundant or valuable predictive information. (BL)

ED 241 874 CG 017 352

Clawson, Kenneth
Smoking and Drinking: Evaluation of an Intervention Program.

Pub Date—Nov 83

Note—19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (12th, Nashville, TN, November 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, Behavioral Objectives, *Children, Decision Making, *Drinking, Elementary Secondary Education, Health Education, Health Programs, *Intervention, *Program Effectiveness, *Smoking

Identifiers—Kentucky

Data from a 10 percent sample of fifth-twelfth grade students indicate that in four predominantly rural counties of Kentucky, children are exposed to smoking before fifth grade and to drinking by seventh grade. The Health Education/Risk Reduction Grant Program was implemented over a 3-year period in the four county school systems in an attempt to intervene in the knowledge, attitudes, and behaviors of the program participants. Each program

(smoking and alcohol) consisted of 6 hours of instruction over a 3-week period, twice per week, or over a 6-week period, once per week. The smoking program was presented to 1,400 fifth and sixth graders, while the alcohol program was presented to 1,350 seventh and eighth graders. To evaluate the programs' instruction, objectives, and evaluation instruments, pre- and post- questionnaires, assessing the students' knowledge, attitudes, and behaviors, were completed by the participants. An analysis of questionnaire responses showed that for the alcohol program, seven of the nine program objectives were met, with students demonstrating a statistically significant change in knowledge on 17 of 18 items, in attitude on 11 of 18 items, and in behavior on 4 of 11 items. For the smoking program, 11 of 12 program objectives were met, with students demonstrating a statistically significant change in knowledge on 20 of 31 items, and in attitude and behavior on 20 of 30 items. (The statement of program objectives, the evaluation questionnaire, and questionnaire data are included in the report.) (BL)

ED 241 875 CG 017 353

Kivett, Vira R.

Affinal and Consanguineal Kin as a Social Support for the Rural Elderly. Paper of the Journal Series of the North Carolina Agricultural Research Service, Raleigh, NC.

Pub Date—Nov 83

Note—35p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (36th, San Francisco, CA, November 17-22, 1983). For related document, see CG 017 373.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Expectation, Family Role, *Family Structure, *Helping Relationship, *Kinship, *Older Adults, Rural Areas, *Social Support Groups

Although the support network of elderly individuals has received increased attention recently, most research has focused on the parent child relationship without examining other levels of kin interrelationships. To examine the help received by rural-transitional older adults from their consanguineous kin (adult children, grandchildren, siblings, nieces, nephews, cousins) and from their affinal kin (spouses of consanguineous kin) in order to determine correlates of help received according to kin type, and to examine expectations for help, 321 older adults were surveyed. The subjects were working class, rural-transitional North Carolina residents, aged 65 to 96 years, 65 percent female. The 141-item questionnaire gathered information about demographics, income, health, morale, interaction patterns, expectations for help, and feelings of closeness. An analysis of the results showed that correlates of help at each kin level were similar and included degree of blood relatedness, proximity to kin, the need of the recipient as related to health, and the number and age of children. The female child or child-in-law, who was past the childbearing stage and who lived in close proximity to the older parent was most helpful to that parent. Kin beyond the child, child-in-law levels were of little functional importance in the helping network of older adults. Although these "other kin" appeared to be of little instrumental value in assistance and feelings of closeness, they played an important psychological role in the lives of these older adults. The results support the kin-selection theory in that helping behaviors were based on degree of consanguinity and associated marriage tie, and the extent of the older adult's dependency based on health. (Author/BL)

ED 241 876 CG 017 354

Allbritten, Bill

An Examination of the Relationship Between Retention, Grade Point Average, and Developmental Characteristics of College Freshmen.

Pub Date—Mar 83

Note—18p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Washington, DC, March 20-23, 1983).

Pub Type—Reports—Research (143)—Guides—General (050)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Career Guidance, *College Freshmen, *Grade Point Average, Higher Education, *Predictor Variables, *School Holding Power, *Sex Differences, Student Attrition, *Student Development

Identifiers—Student Developmental Task Inventory

tory

Attrition, which averages 40 percent among college freshmen, has been associated with academic skills, career decision making, psychological characteristics, and institutional climate. To determine the self-perceived developmental characteristics of college freshmen and the relationship of those characteristics to retention and grade point average (GPA), 592 college students (50 percent of the freshmen class enrolled in orientation classes, 251 males, 346 females) completed the Student Developmental Task Inventory (SDTI). Tests were administered in the fall semester and students were tracked for three semesters for retention and GPA data. An analysis of the results showed significant sex differences on the scales of the SDTI, with women viewing themselves as less mature than men in emotional and behavioral autonomy. However, they viewed themselves as more mature than men in interpersonal relationships. Men perceived themselves as having more definite career plans than women, although women perceived themselves as having higher long range life plans than men. The data did not yield significant differences along sex-based variables insofar as association of the SDTI scales, sex of the student, retention, and GPA were concerned. For both GPA and retention, the SDTI was able to predict only group behavior. Life plans, career plans, and peer relationships contributed most to the prediction of GPA, while educational plans, career plans, tolerance, and life plans contributed most to the prediction of retention. (BL)

ED 241 877 CG 017 355

Hateley, B. J.

Spiritual Well-Being through Life Histories.

Pub Date—19 Nov 83

Note—15p.; Presented as part of a paper session "Ethnographic and Life History Perspectives on Aging" at the Annual Scientific Meeting of the Gerontological Society (36th, San Francisco, CA, November 17-22, 1983).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Autobiographies, Course Content, *Course Descriptions, Course Objectives, Developmental Psychology, Moral Development, Program Descriptions, *Religion, *Self Actualization, Values, *Well Being

This paper describes the content, techniques, and benefits of a life history course, which was designed to extend the traditional goal of psychological development through autobiography into a spiritual context. The three major components of the course are described. The format of the lectures is presented, focusing on concepts, ideas, and tools used in spiritual understanding and autobiography, e.g., life-span developmental psychology, theories of moral and spiritual development, and theories of the self. Weekly writing assignments, which integrate the various themes of life (family, health, work, money, death, sexual development, moral development) with spiritual development, are described, along with the small group discussions held at the end of each class to share insights gained through the written assignments. The use and benefits of three special techniques, i.e., open ended statements, natural world metaphors, and sensitizing questions, are discussed. The paper concludes with a discussion of the benefits of the course to its participants and suggestions for adapting the techniques to other settings and populations. (BL)

ED 241 878 CG 017 356

Wurf, Elissa Markus, Hazel

Cognitive Consequences of the Negative Self.

Pub Date—Aug 83

Note—26p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Cognitive Processes, College Students, *Congruence (Psychology), Evaluative Thinking, Higher Education, *Negative Attitudes, Personality Traits, *Schemata (Cognition), *Self Concept

Identifiers—Independent Behavior, Shyness

Research on self-concept has usually focused on neutral or positive personality characteristics. To determine if negative beliefs about the self have schematic properties, 55 college students, assigned

to one of four groups (shy schematics, shy aschematic, independent schematics, independent aschematic), based on a prescreening self-rating on trait adjectives, participated in two studies. In the first study, subjects rated themselves on three tasks (trait adjectives, behaviors, and the prescreening scale). They also rated their confidence in their responses. In the second study, subjects rated the accuracy of false feedback of others' perceptions of their self-schemas, after participating in a small group problem solving discussion. An analysis of the results from both studies showed that schematic subjects, both shy and independent, judged a greater proportion of schema-congruent words as self-descriptive, made these judgments more quickly, evaluated schema-congruent behavior as relatively probable, and were more resistant to schema-incongruent feedback, regardless of the valence of the schema, than were aschematic subjects. Shy schematics had well formulated thoughts and feelings about themselves in negatively valued domains, were particularly sensitive to negative information, and processed that information quite efficiently. The findings suggest that people do not always ignore or systematically distort negative self-relevant information. (Author/BL)

ED 241 879 CG 017 357

Deimling, Gary T. Harel Zev

Social Integration and Mental Health of the Aged.

Pub Date—Nov 83

Note—25p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (36th, San Francisco, CA, November 17-22, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Age, *Attitudes, Interpersonal Relationship, Marital Status, Mental Health, *Older Adults, Path Analysis, *Physical Health, Predictor Variables, *Social Support Groups, Socioeconomic Status, *Well Being

Social support has been found to be positively related to well being in elderly individuals. To examine the effects of social integration (social resources, social interaction, and perceived adequacy of resources), and health, age, marital status, and socioeconomic status (SES) on mental health among urban elderly individuals, 1,727 persons from Cleveland, Ohio, aged 62 or older, were interviewed using the Older American Resources and Services Questionnaire. Subjects' psychological well-being was assessed using selected items from the Minnesota Multiphasic Personality Inventory. An analysis of the results showed that physical health strongly correlated with psychological well being. Two measures of social integration, social resources and perceived adequacy of resources, were also correlated with well being. Although social resources and social interaction were strongly correlated with each other, they were not at all related to the elderly individuals' perceptions of the adequacy of the resources or interaction. SES had a moderate effect on well being, largely through the better health experienced by higher status individuals. The findings suggest that although assisting the elderly to identify and use available social resources is important, simply increasing their level of interaction may have minimal effect on mental health. (BL)

ED 241 880 CG 017 358

Lowman, Rodney L.

Similarities and Dissimilarities of Ethical Issues in

Applied Psychology Disciplines.

Pub Date—Aug 83

Note—22p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Case Studies, *Codes of Ethics, Ethical Instruction, Opinion Papers, *Organizational Climate, Professional Autonomy, *Psychologists, Psychology, *Role Conflict

Identifiers—*Organizational Psychology

Although all practicing psychologists share common ethical concerns, the industrial/organizational (I/O) psychologist has additional concerns which are unique to his discipline. The institutional setting of his practice both isolates him from role models and professional colleagues and threatens his identity as a psychologist. In the organization, various stakeholders may place pressure on the psychologist for particular outcomes in personnel selection, job design, and organizational change. The absence of

consequences associated with behavior is an ethical concern for the I/O psychologist, particularly where organizational values may influence behaviors. Threats to informed consent exist in industrial settings, where interventions often involve the entire organization. Confidentiality may be compromised under the demands placed on the psychologist by managers wanting information from or about their employees. The I/O psychologist tends to view the organization as his client, ignoring individuals and their right to feedback in organizational decisions. A fine ethical line exists between organizational and individual interests. Although I/O psychologists' behaviors may vary from other settings in which psychologists practice, the American Psychological Association (APA) code of ethics can be adapted for use by I/O psychologists by appending the code with illustrative case studies. Practical steps to further ethical development in I/O psychologists include teaching ethics in formal coursework, recognizing the I/O psychologist, and reporting ethical violations. In conclusion, the I/O psychologist must become more active in the application of the APA code and in developing a case law. (BL)

ED 241 881 CG 017 359

White, Judith. *And Others*
The Influence of Sub-Type of Depression on
Self-Rating Scale Validity.

Pub Date—Aug 83

Note—8p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Clinical Diagnosis, *Depression (Psychology), Factor Analysis, Factor Structure, Patients, *Rating Scales, Self Evaluation (Individuals), *Test Validity

Identifiers—*Hamilton Rating Scale for Depression, Symptoms, *Zung Self Rating Scale

Most patients with diagnosable major depression may fail to show the classic symptom pattern for which standard assessment instruments were designed. To investigate the influence of subtype of depressive illness on Zung Self-Rating Scale (SDS) and Hamilton Rating Scale (HRS) validity, 36 in-patients, who met Diagnostic and Statistical Manual (DSM-III) criteria for major depression (47% male, mean age of 42 years), were assessed on the HRS and the SDS on the same day at baseline, and at the end of each successive week of treatment, to total 164 paired assessments. The HRS was rated by two psychiatrists, while the SDS was factor analyzed. An analysis of the results showed that across all paired assessments, the correlation between the two scales was statistically significant and of moderate strength. Correlation between HRS and SDS scores declined sharply with increasing severity of depression as measured by the HRS, so that there was no positive relationship between clinicians' and patients' ratings of their depressive severity. The factor analysis of SDS indicated a stable, underlying factor structure in the symptom patterns of a wide range of depressive disorders. Agreement between the two scales showed that the endogeneity factor was most significant in predicting agreement, with lower agreement for nonendogenous symptoms. To the extent that conventional depression rating scales are unsuited to those not in the melancholic subtype, alternative assessment measures, reflecting changing boundaries of diagnosis, need to be applied. (BL)

ED 241 882 CG 017 360

Hancock, Emily
Reckoning the Relationship between Daughters
and Mothers: Transforming a Critical Tie.

Pub Date—Aug 83

Note—36p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Adult Development, *Daughters, Developmental Tasks, Interpersonal Competence, *Maturity (Individuals), *Mothers, *Parent Child Relationship, Personality Development
Adulthood for females is a complex maturational process, rooted in the mother-daughter relationship. To investigate the dynamics of the mother-daughter relationship and its influence on maturing, 20 women, ranging in age from 30 to 75, were interviewed for 6 to 8 hours over a 1-month period. The

subjects were chosen for their self-reflective qualities as measured by the Loewinger Sentence Completion Test. The interviews focused on the subjects' perceptions of their adult lives. The results showed that although subjects reported that they began to define themselves as adults when they made choices of their own and affirmed commitments to others, steps that often took the form of marriage and motherhood, the process of maturing hinged on reshaping the mother-daughter relationship so that it became reciprocal. The common thread between all accounts was that no matter how self-sufficient a daughter had been, coming to terms with this relationship was a nodal point in maturing. The bond between daughters and mothers, when it was maleable, supported rather than inhibited adult growth. (Author/BL)

ED 241 883 CG 017 361

Turner, Robert G.
Social Anxiety and Performance in Ambiguous
versus Structured Social Situations.

Pub Date—Aug 83

Note—21p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Ambiguity, *Anxiety, Assertiveness, College Students, Higher Education, Humor, Individual Differences, *Inhibition, *Interpersonal Competence, *Social Behavior

Identifiers—*Shyness

Previous research has suggested that behavioral differences between shy and not shy persons may be explained by differences in inhibition rather than differences in interpersonal skills. To investigate the behavior of high and low social anxiety subjects in both ambiguous social situations and in explicitly structured ones, three studies using college students were conducted. Significant group differences were expected in the ambiguous but not the structured situations, indicating the group differences to be best interpreted as a difference in inhibition. In study 1, high compared to low social anxiety subjects were nominated significantly less often by their fellow group members as having generated humorous remarks during a group discussion task. However, in two structured situations comprising study 2, high social anxiety subjects generated cartoon captions and a comedy monologue that were equivalent in rated humorfulness to those created by the low social anxiety group. This same pattern of results occurred in study 3, which investigated the dominance behavior of subjects in both a typical, ambiguous social situation, and in a structured one in which they were told to be as assertive as possible. High social anxiety subjects were rated as significantly less dominant than the low social anxiety group in the typical situation, but no group differences resulted in the maximal or structured situation. The group differences in the ambiguous situations were interpreted as showing a deficit in ability to initiate behavior sequences and/or the existence of motivation to avoid becoming the object of public attention. (Author/JAC)

ED 241 884 CG 017 362

Moore, Colleen A.
An Overview of Vocational Guidance and Student
Personnel Work.

Pub Date—[80]

Note—34p.

Pub Type—Historical Materials (060)—Opinion Papers (120)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Career Guidance, *Counselor Role, Higher Education, History, Professional Recognition, *School Guidance, School Role, Secondary Education, *Student Personnel Services, Student Personnel Workers, Student School Relationship
This paper provides a historical review of vocational guidance and student personnel work in order to bring attention to the need for a historical foundation in the field and to suggest a unified way of analyzing student service work as a profession. Vocational guidance is discussed first because it provides important insights into the historical development of guidance and counseling. The movement of vocational guidance from the private sector to the public schools is described, and the influence of other disciplines (e.g., psychology, sociology, psychometrics) is briefly discussed. Differing modes of intervention used during the history of the vocational guidance and student personnel move-

ments are examined in relation to the "in loco parentis" role of educators and counselors as a common aim of student services, and traced to what is posed as the maternalistic attitude of warmth and emotional support provided through student-centered counseling. The interrelationships of education, teaching, and guidance are examined as they contribute to the total process of individual development. The renewed interest of college faculty in student development is interpreted to mean that the time is right for greater integration of student personnel work (the extracurriculum) and academic interests. Achieving this partnership is discussed as a way to restore the lost community among faculty, administrators, and students. (JAC)

ED 241 885 CG 400 189

Quinn, I. Thomas
The Counselor as a Consultant. Trainer's Manual
[and] Participant's Manual.
San Mateo County Office of Education, Redwood
City, CA.

Pub Date—Sep 77

Note—71p; Page 17 of participant's manual may not reproduce clearly.

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Activities, *Change Agents, *Consultants, Counseling Techniques, *Counselor Training, Evaluation, Faculty Advisers, Guidance Objectives, Guidelines, Interpersonal Communication, Program Descriptions, Resource Materials, Role Playing, School Counselors, Staff Development, *Trainers, Training Objectives, *Workshops

Identifiers—Facilitators, PF Project

These two manuals provide a suggested format and materials for a one-day workshop designed to train the trainers of counselors who wish to be consultants, as well as to train the counselors to be consultants. Although counselor-consultants can serve many populations, the focus of these manuals is on services to teachers. The trainer's manual contains an introduction, suggested workshop timelines, four program modules, a workshop evaluation form, and an appendix of resource materials. The four modules cover orientation; approaches for consultants to use with teachers; inservice alternatives, possible resources, and implementation strategies; and a summary and evaluation. The appendix contains exercises, activities, and a description of a counselor-consultant training program. The participant's manual contains an introduction, seven program modules, and an appendix of resource materials. The modules cover orientation, approaches for consultants to use with teachers, inservice alternatives, consultant implementation strategies, possible resources, workshop pre-plan and implementation plan, and a summary. The resource materials in the appendix are descriptions of training programs, exercises, suggested principles for consultants to give to teacher-advisors, suggested teacher-advisor activities, selected resources, suggested change agent implementation steps, a pre-planning worksheet, and a counselor-consultant implementation proposal. (EM)

ED 241 886 CG 400 199

Mairle, John Paul
Suicide Intervention Training Program for Telephone Hot-Line Staffs.

Pub Date—[83]

Note—16p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Communication Skills, *Crisis Intervention, Diagrams, *Helping Relationship, *Hotlines (Public), Institutes (Training Programs), Interpersonal Communication, *Prevention, Program Descriptions, Role Playing, Sequential Approach, *Suicide, *Training Methods, Workshops
Identifiers—PF Project

A suicide intervention training program is described which was developed as a three and one half hour presentation to small groups of paraprofessionals or professionals who might serve as telephone hot-line staff members. Theoretical assumptions upon which the program is based are listed in the areas of communication-skills training models, crisis intervention, and suicidal crisis. It is pointed out that the program should not be presented as a complete or comprehensive introduction to suicide. The frame of reference used is that a suicidal gesture is

an act of communication. Eight diagrams are included which are to be introduced at various points in the training program. Diagrams one and two present general information about crises, intervention, and different responses to messages. Diagrams three through seven present critical aspects of communication between the potential victim and the helper, important information about the support system of the potential victim, reference to lethality, and the enlistment of aid from others. Diagram eight is to be used during the concluding remarks segment of the program. Two role playing situations are given: (1) each person is given an opportunity to play the caller and then the helper; and (2) one or more persons may role play extensive calls and the group is asked to estimate the lethality of the caller. (EM)

ED 241 887 CG 400 206

Guillen, Mary A.

Futureprint Counseling Design.

Ontario-Montclair School District, Ontario, Calif.

Pub Date—81

Note—89p; A publication of the De Anza Junior High School Demonstration Program. For related documents, see CG 400 207.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavior Modification, Classroom Environment, Communication Skills, *Counseling Services, Emotional Development, Instructional Materials, Junior High Schools, Learning Activities, Program Descriptions, *Reading Instruction, *Reading Programs, *School Counseling, *Self Actualization, Self Esteem, Teaching Methods, Units of Study, Values Education
Identifiers—California Demonstration Program in Reading, PF Project

A junior high school level program combines reading instruction with guidance counseling. Students become aware of their personal dignity, worth, and responsibility. An introduction to the rationale of classroom counseling precedes 6 sections of course materials and techniques. A section on values clarification contains exercises examining personal values, aspirations, peer pressures, friendship, and monetary values. A section on self-awareness includes exercises and activities for expressing feelings and recognizing the characteristics of a high self-esteem person. A communication skills section focuses on behavior change, listening skills, dealing with feelings, problem solving, and parenting. Techniques for implementing change include a behavior description profile, behavior modification contract, group counseling contract, and suggestions for building self-esteem in the classroom. A section of suggestions for teacher record-keeping consists of guidance statistics, an evaluation form, a reading plan, a parental permission form, and a general information sheet. A final section outlines commercial materials for counseling. A bibliography concludes the handbook. (LP)

ED 241 888 CG 400 207

Guillen, Mary A.

A Guide to Group Counseling in Junior High School. Futureprint Counseling Component.

Ontario-Montclair School District, Ontario, Calif. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. National Diffusion Network.

Pub Date—81

Note—42p; Prepared at the De Anza Reading Center. For related documents see CG 400 206.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Counseling Objectives, *Counselor Role, *Group Counseling, Group Guidance, Interpersonal Competence, Junior High Schools, Peer Acceptance, Peer Relationship, *School Counseling, Self Concept, Self Esteem
Identifiers—California Demonstration Program in Reading, National Diffusion Network Programs, PF Project, Sample Forms

Designed for junior high school counselors, the guide offers an outline for facilitating group counseling sessions. Intended to be held one class period a week for eight weeks, the sessions aim toward potential improvement in self-esteem, personal relationships, peer understanding, self-awareness, academic performance, and social skills. Each session includes suggested warm-up activities and discussion of group climate followed by weekly

objectives and homework assignments. Appendices include a parental permission form, group counseling contract, student profile, student contract, counselor evaluation form, group counseling individual post survey, audiovisual materials for counseling, certificate of achievement, and a 26-item bibliography. (LH)

ED 241 889 CG 400 215

Lawrence, William W.

How to Develop a Better Guidance Program.

Pub Date—83

Note—10p; Paper presented at National School Boards Association Convention (San Francisco, CA, April 23-26, 1983).

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Guidance Objectives, *Guidance Programs, Needs Assessment, Personnel Selection, *Program Development, Program Evaluation, Program Implementation, Public Support, *School Guidance, Student Needs

Identifiers—PF Project

Designed for school board members, superintendents, administrators, counselors, and teachers, the paper outlines steps toward the systematic development of a guidance program. Following a rationale and introduction, the paper recommends a specific process for program development: (1) the identification of student needs through formal needs assessment; (2) the generation of public support for the guidance program; (3) the determination of clear program objectives; (4) the determination of personnel and resources needed to accomplish stated goals; and (5) the implementation of the program. The final section emphasizes the importance of the evaluation stage as a vehicle for further program modifications. (LH)

CS

ED 241 890 CS 007 140

Student Contracts in Reading. Santa Barbara Junior High School Demonstration Reading Program.

Santa Barbara Elementary and High School District, Calif.

Pub Date—[76]

Note—19p; Prepared by the staff of the Santa Barbara Junior High School Demonstration Reading Program.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Grading, Junior High Schools, *Language Arts, Learning Activities, Learning Centers (Classroom), Motivation Techniques, *Performance Contracts, *Reading Instruction, Student Motivation

Identifiers—California Demonstration Program in Reading, *Job Cards, PF Project

Sample student learning contracts and job (task) cards, which have been used successfully with junior high school students, are collected in this document. The sample contracts in the areas of reading, writing, and language arts show a variety of formats and point systems for earning grades. The job cards, which can be placed in a learning station, indicate tasks and the number of points which can be earned upon completion of the tasks. Three sample forms for complimentary notes from the teacher to the student are also included. (JH)

ED 241 891 CS 007 146

Montori, Laura Lally, Julia

Earthquake! An Example of How to Develop Reading Skills Using a Topic of Current Interest. Pittsburg Unified School District, Calif.

Pub Date—74

Note—45p; Prepared by the Pittsburg Reading Enrichment Program at Central Junior High School.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Basic Skills, *Earthquakes, Earth Science, Geography, Instructional Materials, Junior High Schools, Language Arts, Learning Activities, Map Skills, Natural Disasters, Program Descriptions, *Reading Programs, *Reading Skills, Research Projects, *Research Skills, Skill Development, Units of Study

Identifiers—California Demonstration Program in Reading, PF Project

A topic of student interest, earthquakes, is used as a vehicle for teaching reading and research skills in a California junior high school. Students develop geography skills by labeling fault lines on maps of the Pacific Basin, California, and San Francisco; develop their vocabulary by preparing a list of words about earthquakes; and practice word analysis skills through a variety of exercises. Students also take field trips and work independently on a research project about earthquakes. Upon completion of the unit, students take evaluation and vocabulary tests. Copies of all activities are included in this unit. A bibliography is provided. (LP)

ED 241 892 CS 007 155

Gleser, Ann Larson, Charlotte

De Anza Designs a Management System for Reading by Futureprint.

Ontario-Montclair School District, Ontario, Calif. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. National Diffusion Network.

Pub Date—83

Note—51p; Prepared by Futureprint. A product of the Demonstration Reading Program at De Anza Junior High School.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Basic Skills, Diagnostic Teaching, *Individualized Reading, Junior High Schools, *Management Systems, Performance Contracts, Program Descriptions, Program Design, Reading Diagnosis, *Reading Instruction, *Reading Programs, Reading Skills, Recordkeeping, Records (Forms), Remedial Instruction, Remedial Reading, Units of Study

Identifiers—California Demonstration Program in Reading, National Diffusion Network Programs, PF Project

The management system for a reading program designed to provide individualized instruction for junior high school students on all reading levels is described. The following components are outlined: diagnosis of student reading strengths and weaknesses, student profile compilation, program planning, student contracts and contract evaluation, and student folders and record sheets. Components can be adapted for use with many types of reading programs and any available instructional materials. Reproductions of program planning and record keeping forms are provided. (LP)

ED 241 893 CS 007 157

De Anza Designs Resources in Reading. Revised Edition.

Ontario-Montclair School District, Ontario, Calif. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. National Diffusion Network.

Pub Date—80

Note—186p; Prepared by Project Futureprint. A product of the Demonstration Reading Program at De Anza Junior High School.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Basic Skills, Corrective Reading, English (Second Language), *Individualized Reading, Instructional Materials, Junior High Schools, Language Arts, Motivation Techniques, *Reading Instruction, *Reading Programs, Reading Skills, *Remedial Reading, Resource Materials

Identifiers—California Demonstration Program in Reading, National Diffusion Network Programs, PF Project

Over 150 resources used in a California junior high school individualized reading program are provided as an aid to teachers interested in developing a similar program. Emphasis is on remedial, corrective, English as a second language (ESL), and motivational materials. For each resource cited, information is provided on reading level, purpose, format, teacher's manual, teachers' evaluation, and publisher. Additional sections in the sourcebook list materials for counseling, ESL and bilingual students, and materials for specific junior high school reading levels. (LP)

ED 241 894 CS 007 158

Kinley, Kathy

Career Education Individualized Reading Pro-

gram, Revised Edition.
Ontario-Montclair School District, Ontario, Calif.
Pub Date—81
Note—82p; Prepared at Imperial Junior High School.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Basic Skills, *Career Awareness, *Career Education, Elementary Secondary Education, Individualized Instruction, *Individualized Reading, Junior High Schools, Performance Contracts, Program Descriptions, Reading Improvement, Reading Instruction, *Reading Programs, *Reading Skills, Resource Materials, Units of Study

Identifiers—California Demonstration Program in Reading, PF Project

A junior high level individualized instruction program designed to assist students in developing their reading skills through materials which also build career awareness is presented. Program materials are adaptable to other formats such as mini-courses or supplemental units within existing courses. Because reading levels of materials used range from grades 2 through 14 and interest level encompasses grades 5 through adult level, the program can also be modified for upper elementary and high school use. Program information is contained in four sections. A skills chart demonstrates the coordination of reading skills with career objectives. Reproductions of the 7th and 8th grade master student contracts detail the lessons assigned to the student, the possible points per lesson, and the skills measured. The bulk of the guide consists of a career materials section which briefly describes each of the approximately 50 resources used in the program. In addition to materials description, the recommended reading level, student activities, possible adaptations, and publisher information are provided. A final section lists career awareness objectives and outlines a key to match these objectives with resource materials listed earlier. (LP)

ED 241 895 CS 007 381
A Learning Continuum for Reading and Literature.

Volume One. Grades K-6.
Ventura Unified School District, CA.
Pub Date—Jul 77
Note—140p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Basic Skills, *Continuous Progress Plan, Curriculum Guides, Elementary Education, *Individualized Instruction, Individualized Reading, Learning Activities, *Literature, Reading Comprehension, *Reading Instruction, Study Skills, Vocabulary Skills, Word Recognition, Writing (Composition)

Identifiers—*Continuum Models, PF Project

Designed for teachers of students in grades K-6, the guide presents a reading and literature continuum which covers the basic reading skills, as well as the essential elements of oral and written expression. Arranged by grade level, a major description and rationale are provided for each identified skill area. Following the introduction is a brief explanation of the continuum's numbering system and information on how to utilize the summary of performance objectives when planning classroom instruction. Performance objectives, criteria, and sample activities for each area of the continuum are provided. Specific topics include perception, word identification, vocabulary, comprehension, study skills, forms of literature, and structure of literature. (LH)

ED 241 896 CS 007 384
White, Nancy

What Do You Think Happened Next? Predicting Outcomes & Drawing Conclusions (Grades 4-8).
Area Education Agency 7, Cedar Falls, IA.
Pub Date—[80]
Note—58p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavioral Objectives, *Critical Reading, Critical Thinking, Intermediate Grades, Junior High Schools, Learning Activities, Logical Thinking, *Prediction, Pretests Posttests, Problem Solving, *Reading Comprehension, Reading Skills, Teacher Developed Materials, Units of Study, Worksheets

Identifiers—*Inference Comprehension, Inference Skills, PF Project

Developed for teachers of grades 4-8, this unit of study is intended to further students' ability to draw conclusions or predict outcomes using inferential comprehension. Student pages are given which correspond to Levels 9 through 13 in the 1976 reading series of Ginn and Company. Information is given to assist the teacher in explaining "drawing conclusions" and "predicting outcomes." Student objectives are given for each level. Three commercial games are listed as additional resources. The title, cost, publisher, and a short description are provided for each game. Each level of activities contains a note to the teacher, a test consisting of five multiple-choice questions, and three to five worksheets. Each worksheet has four or five paragraph completion exercises. Answer keys for the tests and worksheets are included. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (EM)

ED 241 897 CS 007 399
Young Adult Literature. [Columns Compiled from Two Issues of "Notes Plus," September 1983 and January 1984.]

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—[84]

Note—4p.

Journal Cit—Notes Plus; v1 n1, 3 Sep 1983-Jan 1984

Pub Type—Collected Works - Serials (022) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescent Literature, Authors, *Autobiographies, Book Reviews, Books, *Fiction, *Novels, Secondary Education

Identifiers—PF Project

Two installments of "Young Adult Literature" are presented in this compilation. "Young Adult Literature," which offers reviews of young adult books, is a regular feature of the National Council of Teachers of English publication, "Notes Plus." The articles included in this compilation give favorable reviews to two novels and two autobiographies. The books are: (1) "A Formal Feeling" by Zibby Oneal; (2) "IOU's" by Ouida Sebestyen; (3) "Chapters: My Growth as a Writer" by Lois Duncan; and (4) "Me Me Me: Not a Novel" by M.E. Kerr. (DC)

ED 241 898 CS 007 402
Moore, Kay

A Multi-Media Literature Program—Student Interest Won't Melt Away! Revised Edition.

Pub Date—Apr 84

Note—19p.

Pub Type—Guides - Classroom - Teacher (052) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiovisual Aids, Grade 7, Grade 8, Instructional Materials, Junior High Schools, Learning Activities, *Literature, *Multimedia Instruction, Program Descriptions, Reading Aloud to Others, *Reading Programs

Identifiers—PF Project

A multimedia reading program for seventh and eighth grade students is presented. Methodology for the seventh grade course consists of designating a particular type of literature for each month of the school year. Story assignments, book reports, and teaching units all revolve around this type of literature. Students read aloud from radio and television scripts and listen to teachers read aloud. Whenever possible, movies are incorporated into classroom learning. The methodology for the eighth grade course focuses on students "meeting" literary authors through filmstrips, cassettes, research, and personal correspondence. As a culminating activity, the eighth grade holds a book fair in which students create a display about a particular author and his or her books. In addition, eighth grade students become authors themselves, writing stories during the year. Instructional materials included in this course description include book report guidelines, specific instructions for student book reports, a list of skills covered in the courses, an outline for a mystery book report, a form for a character interview, a recommended book list, and a list of sources for a multimedia program. (LP)

ED 241 899 CS 007 467
Rasinski, Timothy

Cognitive Style and Reading: Implications from Field Dependence Research for Reading Instruction.

Pub Date—Oct 83

Note—16p; Paper presented at the Great Lakes

Regional Conference of the International Reading Association (5th, Springfield, IL, October 5-8, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Style, Elementary Secondary Education, *Field Dependence Independence, *Individual Characteristics, Individual Differences, *Reading Instruction, *Reading Processes, *Reading Research, Research Needs, *Research Utilization

Of all cognitive styles, field dependence/independence (FD/I) is by far the most researched and has the greatest application potential to educational problems. Briefly stated, the FD/I dimension refers to people's ability to experience and interpret their environment in terms of a global versus analytic continuum. Field dependents are likely to favor vocational domains that have interpersonal emphasis and require social skills whereas field independents tend to show interest in domains emphasizing cognitive skills over interpersonal relations. Perhaps the most pervasive finding of all the FD/I research has been that field independents are more proficient readers than field dependents. Another implication from the research concerns structural provision for reading. All children seem to profit from structure, but field dependents benefit the most. This means that text headings, advanced organizers, outlines, purpose-setting questions, and semantic maps are structures that should help reading. Since field dependents seem to have more proficiency in social skills and in operating within a social context, the reading program should allow for plenty of social interaction among readers. As research continues in the FD/I area, more powerful suggestions for reading instruction may be indicated. FD/I research could help both shed light on individual differences in the reading process and devise instructional techniques to enable all children to gain and enjoy literacy. (HOD)

ED 241 900 CS 007 535
Hochberg, Julian

Visual Interest in Picture-Text Combination. Period February 1, 1980-January 31, 1982, Final Report.

Columbia Univ., New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—[82]

Grant—NIE-G-80-0029

Note—17p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Processes, Eye Movements, Higher Education, *Illustrations, Layout (Publications), Reading Attitudes, Reading Comprehension, Reading Improvement, Reading Interests, *Reading Materials, Reading Rate, *Reading Research, *Research Methodology, *Visual Perception

Identifiers—*Picture Text Relationship, Reader Text Relationship

Undertaken as part of a larger study, the experiments described in this report examine various aspects of the relationship between pictures and text and of the methodology for examining that relationship. Each of the 11 experiments described in the report involved college students and deals with the effects of storyline and texture on the reading rates and ratings of short stories, the effects of picture/text balance on reading choice and ratings in picture/text combinations, and the effects of storyline and nonstoryline pictures on "batch copying" and eye movements and pictorial complexity. The report indicates that data are not yet completely analyzed from the experiments, but that so far they indicate that (1) students were able to make a distinction between storyline and texture, (2) the distinctions differed when made online and when made after reading an entire text, (3) differences in structural category had reliable consequences for reading rate and students' liking for or disliking of a story, and (4) that the batch copy method can be an important tool in the study of picture-text interaction and, possibly, for the assessment of picture-text combinations. (FL)

ED 241 901 CS 007 537
Bosma, Bette

Focus on Folktales for Critical Reading.

Pub Date—[81]

Note—11p.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Critical Reading, *Critical Thinking, Discussion (Teaching Technique), Elementary Education, *Folk Culture, Grade 6, *Literature Appreciation, *Motivation Techniques, *Reading Instruction, *Reading Interests, Student Motivation, Teaching Methods, Units of Study

A 3-month unit on folktales with two sixth-grade classes proved to be a highly motivating means of developing critical reading skills. Lessons, which generally occupied from four to six class periods each, involved four steps: (1) the teacher stated the skills to be learned and told students what was planned for the reading period each day; (2) the teacher read aloud one or more folktales appropriate to the lesson and initiated a discussion on the reading material; (3) students selected books from the collection and read them independently or with partners, giving attention to the skill for that lesson; and (4) students participated in various forms of discussion and demonstrated critical reading skills through posters, creative writing, story telling, and dramatization. Over the course of the unit, students improved their ability to classify types of folktales and to make evaluative comparisons. They continued to show strong interest in having the teacher read aloud and frequently expressed interest in reading independently. Filled with rich language, adventure, and humor, folk literature appears particularly well adapted to the interests and needs of sixth grade students. (MM)

ED 241 902

CS 007 540

Coots, James H.

Reading Comprehension: Instructional Implications of SWRL Research.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif. Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Feb 82

Note—35p.; Edited transcript of a staff development session for a group of elementary school teachers in the Long Beach Unified School District (February 2, 1982).

Pub Type—Reports - Research (143) — Guides - Classroom - Teacher (052) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Aptitude, Grade 5, Intermediate Grades, *Intonation, *Oral Reading, Phrase Structure, *Reading Comprehension, Reading Improvement, *Reading Instruction, Reading Research, *Reading Strategies, Remedial Reading, *Sentence Structure

Identifiers—*Parsing

A large segment of poor readers in elementary school do not supply prosodic features to print; in other words, they do not use pauses, changes in pitch, or differences in emphasis to show their comprehension. Two methods that help children to supply reading intonation involve using phrasally segmented texts and teacher modeling of the correct intonation. In the first of two experiments with fifth grade students, children were asked to divide a story into phrasal units under three conditions: while listening to a normally intoned tape recording of a story, while listening to a highly intoned rendition, and while reading the text without any audio aids. Results showed that the more audio help the children were given, the more they were able to parse the lines correctly. In the second experiment, two groups of low ability fifth grade readers were given training in reading phrasally segmented texts. One of the groups was also exposed to teacher modeling of text. Tape recordings of student reading before and after training revealed increased sensitivity to phrasing, especially among students who had had teacher modeling. (Practice sentences for marking pauses and an example of phrasally segmented text are appended.) (MM)

ED 241 903

CS 007 541

Gibbs, Vanita M., Comp. And Others

Reading: The Core of Learning. Proceedings of the Annual Reading Conference (13th, Terre Haute, Indiana, June 16-17, 1983).

Indiana State Univ., Terre Haute. Curriculum Research and Development Center.

Pub Date—Feb 84

Note—60p.

Available from—Curriculum Research and Development Center, Statesman Towers West, School of Education, Indiana State University, Terre

Haute, IN 47809.

Pub Type—Reports - Descriptive (141) — Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Computer Assisted Instruction, Computer Software, Creative Writing, Elementary Education, Kindergarten, Microcomputers, *Motivation Techniques, Poetry, *Reading Improvement, *Reading Instruction, Reading Research, Reading Skills, *Reading Strategies, Remedial Reading, Semantics, Student Teacher Relationship, *Teacher Effectiveness, Teaching Methods, Theories, Writing Exercises

Identifiers—Reading Writing Relationship, Schema Theory

Reflecting the views of teachers, reading specialists, and professors on both the basics and the new technologies in reading instruction, these conference proceedings begin with Carl Personke's address, "The Word's the Thing," on classroom activities that stress the word as concept. The second paper, William Linville's and David Waterman's "Now That You Have a Microcomputer," discusses computer programs in reading and lists companies offering computer catalogs, while the third, "Writing for Reading: Listening to the Flip Side," by Catherine Baker, examines the cause-effect relationship between reading and writing. In the fourth paper, "Reading Poetry: Back to Basics," James Mullican suggests why poetry is basic to human culture and offers strategies for involving children with poetry. The fifth paper, Robert Arnett's "Sans Scintillating Salesmanship Skills, Reading Centers Sag," describes how to convince administrators and students of the importance of reading programs and reading, and the sixth paper, "Listen to My Ideas and I Will Read: A Case for Kindergarten Experiences," by Jan McCarthy, examines the teacher's impact on student learning. Carl Personke's closing address, "Wherein We'll Catch the King," investigates schema theory and reading. (MM)

ED 241 904

CS 007 542

Williamson, Leon E.

NAEP Literacy Data: Students Deficient in Using Language. Why?

Pub Date—May 83

Note—153p.; Paper presented at the Annual Meeting of the International Reading Association (28th, Anaheim, CA, May 2-6, 1983).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Biological Influences, Child Language, *Cognitive Development, Decoding (Reading), Evolution, *Intellectual History, *Language Acquisition, *Language Processing, Language Research, Linguistic Theory, Literacy, Models, *Perceptual Motor Learning, Reading Ability, Reading Comprehension, *Reading Instruction, *Reading Processes, Reading Research

Identifiers—National Assessment of Educational Progress

Concerned with what can be done to help produce more thoughtful, critical readers, this report first presents an historical overview of theories on the origin of language, referring to B. F. Skinner, Noam Chomsky, and Jean Piaget, among others. It then discusses biological reasons for the evolution of language and the impact of verbal language on human cognitive development, concluding that a major function of language is to deperceptualize—to create distance from one's immediate perception of reality with the help of previous experiences and knowledge. The report suggests that poets, philosophers, theologians, artists, and scientists have learned to harness the power of the brain through language. It then cites literacy data collected by the National Assessment of Educational Progress (NAEP) indicating that students during the 1970s were perceptually bound. The perceptual theories informing reading instruction, the report claims, did not promote students' abilities to analyze texts and thus deepen their understanding. After reviewing instructional strategies and reading models based on both perceptual and cognitive theories, the report concludes that reading is a process driven by language rather than by perception or intuitive cognition, and offers suggestions for increasing the language emphasis in reading instruction. An extensive bibliography is included in the report. (MM)

ED 241 905

CS 007 543

Anders, Patricia L.

Selection and Evaluation of Reading Strategies: The Instructional Feature Analysis.

Pub Date—Nov 83

Note—11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (73rd, Denver, CO, November 18-23, 1983).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, Elementary Education, *Evaluation Methods, Instructional Improvement, *Learning Processes, Learning Strategies, Models, *Reading Instruction, Reading Processes, *Reading Strategies, Teaching Methods

Identifiers—*Grids, *Instructional Feature Analysis

Instructional Feature Analysis allows teachers to explain, articulate, and evaluate the processes by which students learn and the activities that involve students in those processes. To develop an Instructional Feature Analysis, teachers must first ask what processes their students need to engage in if they are to learn from a reading assignment. The teachers use these processes as titles for a column across the top of a grid and then list sample activities from which they might choose along the left side of the grid. To evaluate the strength of each activity, teachers might use a scale of 1 to 5 in each of the boxes. In examining the completed grid, teachers can see that some activities promote certain processes but not others. (Tables include: a sample grid demonstrating sample semantic feature analysis—a source of instructional feature analysis—and a grid showing instructional feature analysis.) (MM)

ED 241 906

CS 007 544

Grinnell, Paula C.

How Can I Prepare My Young Child for Reading?

An IRA Micromonograph.

International Reading Association, Newark, Del. Report No.—ISBN-0-87207-881-7

Pub Date—84

Note—13p.

Available from—International Reading Association, 800 Barksdale Rd., P. O. Box 8139, Newark, DE 19714 (Order No. 881, \$0.35 member, \$0.50 non-member).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Early Childhood Education, Early Reading, Family Environment, Family Influence, Kindergarten, Parent Influence, *Parent Participation, Parent Role, *Prereading Experience, Preschool Education, Reading Aloud to Others, Reading Instruction, *Reading Readiness, Writing Readiness

Dealing with the critical years from birth through kindergarten, this micromonograph answers parents' questions about when and how to prepare a child for reading. The pamphlet discusses in depth these suggestions: (1) talking and reading to the child, (2) letting the child read and write, (3) being a model of reading and writing behavior, and (4) encouraging the child's interest in reading and writing. Suggested resources for parents are also included. (HTH)

ED 241 907

CS 007 545

Beck, Michael D., Ed. Seifert, Mary, Ed.

Guidelines for Reviewing Reading Program Evaluations.

International Reading Association, Newark, Del. Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Grant—NIE-G-80-0075

Note—16p.; Developed by the Study of Reading Program Evaluations Committee of the International Reading Association.

Available from—International Reading Association, 800 Barksdale Rd., P. O. Box 8139, Newark, DE 19714 (Order No. 738, \$1.00 member, \$1.50 non-member).

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Guides, *Check Lists, *Evaluation Criteria, Evaluation Methods, *Guidelines, *Program Evaluation, Reading Consultants, Reading Instruction, *Reading Programs, *Self Evaluation (Groups)

Developed and field tested by a committee of the International Reading Association, these guidelines are intended to help school personnel preview plans for an internal evaluation of a reading program and

judge the quality of an external evaluation after it has been completed. The guidelines include five sections that correspond to the major components of an evaluation report: (1) purpose(s) of evaluation, (2) focus of the evaluation, (3) procedures followed in the conduct of the evaluation, (4) sources of information used in the evaluation, and (5) conclusions. Each section begins with a short introduction, followed by a checklist of declarative statements that cover broadly all aspects of a program evaluation. (HOD)

ED 241 908 CS 007 546

Gray, William S. Guthrie, John T. Ed.
Reading: A Research Retrospective, 1881-1941.
International Reading Association, Newark, Del.
Report No.—ISBN-0-87207-959-7
Pub Date—84

Note—103p.; Reprinted from "Encyclopedia of Educational Research," Macmillan, New York, 1941.

Available from—International Reading Association, 800 Barksdale Rd., P. O. Box 8139, Newark, DE 19714 (Order No. 959, \$5.00 member, \$7.00 non-member).

Pub Type—Books (010) — Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Content Area Reading, Educational Philosophy, *Reading, Reading Achievement, Reading Diagnosis, *Reading Instruction, Reading Interests, Reading Materials, Reading Processes, Reading Readiness, *Reading Research, Remedial Reading, Student Interests, Teaching Methods

A reprint of a classic review of research and research trends on reading that originally appeared in 1941 as the article "Reading" in the "Encyclopedia of Educational Research," this monograph sets forth the views of William S. Gray, an eminent reading educator and theorist. The 11 sections of the review discuss the following topics: (1) the sociology of reading; (2) the nature of reading and the basic processes involved; (3) interest in reading; (4) reading readiness; (5) the aims, organization, and time allotment of reading in the elementary school; (6) factors related to growth in reading; (7) the nature, content, and grade placement of reading materials; (8) teaching methods; (9) reading in the content fields; (10) diagnosis and remedial teaching; and (11) the hygiene of reading. In a foreword to Gray's monograph, Jeanne S. Chall discusses its history and background, and in his preface, John T. Guthrie summarizes Gray's life and career. (FL)

ED 241 909 CS 007 547

Pugh, A. K. Ulijn, J. M.
Some Approaches to Studying Realistic Reading Tasks.

Pub Date—[81]
Note—9p.

Pub Type—Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Interaction, Layout (Publications), Learning Theories, Literature Reviews, Readability, Reading Comprehension, *Reading Research, *Research Methodology

Identifiers—Interactive Texts, *Reader Text Relationship, Theory Practice Relationship

Emphasizing the need for realistic tasks in studying the interaction of readers with text, this report first suggests current problems with research on interactive reading and pedagogical prescriptions on comprehension. It then presents a checklist of reader, text, and task characteristics that should be considered in reader-text studies, including text typology, length, form of display, and authorial intention; reader purpose, background knowledge, and motivation; and the evaluation procedure. The report then applies this checklist to three realistic studies of interactive reading and concludes with a discussion of the reading tasks studied and suggestions for future research. (MM)

ED 241 910 CS 007 548

Swan, Robert J.
Testing a Model for Promoting Academic Success of Learning Disabled Students at the University Level. Final Report.

California State Univ., Long Beach. School of Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—Feb 83
Grant—G008101712

Note—69p.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, *Adult Counseling, Case Studies, *College Students, Counseling Services, Higher Education, Human Services, *Learning Disabilities, *Models, Program Development, Program Evaluation, Research Methodology

Instead of emphasizing basic skills remediation or academic tutoring, a counseling model can provide a consistent support system, reduce client anxiety levels, and build self-confidence among learning disabled (LD) college students. All of the services offered under this model—(1) academic advisement, (2) personal counseling, (3) career counseling, (4) liaison, (5) assessment, (6) work with information processing skills, and (7) monitoring—operate under three assumptions: that clients are their own best resource, that to be effective, questioning must be very specific, and that formal testing should be deemphasized. Use of this model revealed a number of findings, among them that learning disabilities should be seen as a continuum of disablement, with more students becoming LD at each succeeding school level, and that counseling and clinical psychology seem to provide the best background for counselors. The program was evaluated through critical incidence, a research method based on counselor observation of clients' progress toward mutually agreed upon goals. The program's success prompted acceptance of the counseling model by the California state college and university system, development of a graduate training program in working with adult LDs, and increased research on the topic. (Project observations, accounts of related research, and new research proposals are appended.) (MM)

ED 241 911 CS 007 549

Glock, M. D. And Others
Understanding Picture-Text Instructions. Final Report. Technical Report No. 12, Series B.

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Spons Agency—Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Pub Date—31 Mar 84
Contract—N00014-80-C-0372

Note—25p.
Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classification, *Cognitive Processes, Computer Managed Instruction, Decision Making, *Instructional Systems, Literature Reviews, Methods, *Perception, *Pictorial Stimuli, *Reading Comprehension, Reading Processes, *Reading Research

Identifiers—Comprehension Monitoring, *Reader Text Relationship

To determine how procedural instructions comprised of text and pictures are comprehended and executed, a research review focused on (1) differences in comprehension and performance attributable to variations in the information's organization, (2) the format of the information, (3) the metacognitive strategies employed by the readers, and (4) the interaction of the readers with materials. Studies revealed that operational, spatial, and contextual information were important to the successful execution of procedural instructions and that several metacognitive strategies affected the speed and accuracy of performance. Additional investigations showed that subjects relied on specific features to identify objects and to infer their functional properties. Research has been furthered with the use of hypertext, a computer based training program that not only discourages user error but also provides learners with another way of interacting with instructional materials. (Taxonomies of types of information and of comprehension strategies and diagrams of the perceptual cycle and decision making processes in determining objects' functions are included.) (MM)

ED 241 912 CS 007 550

Harlin, Rebecca P.
Primary Children's Print Awareness as a Predictor of Reading Achievement.

Pub Date—29 Apr 83

Note—16p.; Paper presented at the Annual Conference of the New England Educational Research Organization (Rockport, ME, April 27-29, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, Educationally Disadvantaged, *Predictive Validity, *Predictor Variables, Primary Education, *Reading Achievement, *Reading Research, Reading Tests, *Scores, *Standardized Tests, Test Reviews

Identifiers—Concepts about Print Test, *Print Awareness

Concerned with the relationship of a print awareness indicator to subsequent reading achievement, a study measured changes in the development of print awareness across age and grade levels as well as across time. It also compared the levels of print awareness in lower ability and educationally disadvantaged children in second and third grades to that of their predecessors in kindergarten and first grade. The sample consisted of 125 primary grade children, including two kindergarten, two first grade, and all Title I second and third grade classrooms in a central Florida elementary school. All subjects were tested with the Concepts About Print Test, Sand. Data were analyzed using Pearson-product-moment correlation, analysis of variance, linear and multiple regression analysis, and factor analysis. Scores on the Sand were found to correlate significantly with the Comprehensive Tests of Basic Skills (CTBS), Levels B, C, and I, and the Metropolitan Readiness Tests (MRT), Levels I and II. Linear trends were found for the Sand scores and the subjects' age and grade levels. Two subscales of the Sand were identified, one correlating with the MRT and the other with the CTBS. Results indicated that the Sand was an effective predictor of reading achievement for primary grade children. (Tables on test results are included.) (Author/MM)

ED 241 913 CS 007 551

Wolfe, Patricia
The Need to Read: Strategies for Teaching Reading as a Vocational Skill. The "You Need to Read" Project.

Pub Date—[84]
Note—25p.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Context Clues, *Critical Reading, Grade 6, Intermediate Grades, Job Skills, Listening Skills, Mnemonics, Oral History, *Reading Comprehension, *Reading Instruction, *Reading Skills, *Reading Strategies, Speed Reading, Study Skills, Tape Recordings, Teaching Guides, Units of Study

Combining a student workbook and a teacher's guide, this booklet is designed to help students reading at the sixth grade level develop their ability to (1) find facts quickly, (2) locate main ideas and supporting information, (3) remember what was read, (4) determine a word's meaning from context, and (5) decide when to use specialized reading skills such as SQ3R. It also helps students learn to use their textbooks wisely and listen intelligently. The booklet's first section, the student workbook, is divided into 10 lessons, each of which is accompanied by exercises that may be completed individually or as a class. The second section of the booklet, the teacher's guide, includes strategies for presenting the material, answers to student exercises, and additional assignments. The booklet concludes with guidelines for a student-developed tape recording project. It suggests that the students themselves, their peers, and the larger community will benefit from student recordings of general interest and vocational texts and from the creation of an oral history of the area through students' recorded interviews with senior members of the community. (MM)

ED 241 914 CS 007 552

Harrison, David and Others
Reading Development: A Resource Book for Adult Basic Education.

British Columbia Dept. of Education, Victoria. Div. of Continuing Education.

Pub Date—82
Note—99p.

Available from—Publication Services Branch, Ministry of Education, 878 Viewfield Rd., Victoria, British Columbia V9A 4V1 (\$2.00 plus 10% shipping and handling).

Pub Type—Guides - Classroom - Teacher (052) — Books (010)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adult Basic Education, Annotated Bibliographies, Behavioral Objectives, Educational Resources, Reading Ability, Reading Diag-

nosis, *Reading Improvement, *Reading Instruction, Reading Materials, Reading Skills, *Remedial Reading, Resource Materials, Textbook Evaluation

Designed to provide practical resources for planning and teaching reading development courses, units, or lessons, the objectives and strategies contained in this handbook are generally oriented toward adult basic education academic upgrading or prevocational programs. The first section of the handbook, which focuses on the development of reading ability, discusses reading ability assessment and the developmental approach to helping readers improve that ability. Learning objectives in reading improvement, reading for special purposes, and reading and responding to literature comprise the second section. The third section reviews 18 strategies for teaching reading improvement, grouping them in categories similar to the objectives section and making specific reference to materials in the instructional and professional resource sections. The instructional resources section comprises annotations on over 50 commercially published texts and workbooks, including some audio-visual materials. The annotations provide detail on format, cost, readability, adult appeal, topics, and special features. The final section of the handbook provides professional references that were mentioned in the strategies section as well as other selected references in adult learning and reading instruction, government publications, and periodicals. Publishers' addresses are listed, with Canadian addresses included wherever possible. (HOD)

ED 241 915 CS 007 553

Searfoss, Lyndon W. Glazer, Susan M.
Re-examining and Re-thinking Reading Diagnosis.
Pub Date—May 84

Note—16p; Paper presented at the Annual Meeting of the International Reading Association (Atlanta, GA, May 6-10, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Skills, *Data Collection, Educational Diagnosis, Environmental Influences, Evaluation Methods, *Literacy, *Measures (Individuals), *Models, Observation, *Questioning Techniques, Reading Ability, *Reading Diagnosis

The medical model of reading diagnosis, which presumes something is wrong with the reader that can be diagnosed and remediated, needs to be reexamined. The ability to use writing as a communication tool, for example, must be considered as part of diagnosis if the purpose is to determine how literate someone is. Diagnostic tasks must also reflect the varied forms of real print, in real contexts, rather than offering short, contrived test tasks. Diagnosis, therefore, should be as broad in practice as reading must be by definition. One framework for such a diagnosis is labeled C. A. L. M., an acronym for Continuous Assessment of Language Model. This model perceives diagnosis as being a continuous and cumulative observation in a variety of settings, asking and restating questions. Several levels of the environment can be tapped as sources of data to generate initial diagnostic questions, including (1) the reader's microsystems, such as home, classroom, or day care center; (2) the reader's mesosystem, comprised of the interrelationships among the microsystems; and (3) the reader's exosystem, which embraces major social institutions that might affect the child's development of reading skills. Diagnostic procedures must sample as many of these systems as possible to create a valid, reliable, and complete picture of a reader's use of reading. (HOD)

ED 241 916 CS 007 555

Harrison, David Little, Barbara
Assessing English Skills: Reading. A Resource Book for Adult Basic Education.
British Columbia Dept. of Education, Victoria. Div. of Continuing Education.
Report No.—ISBN-0-7726-0040-6
Pub Date—84

Note—97p.
Available from—Publication Services Branch, Ministry of Education, 878 Viewfield Rd., Victoria, British Columbia V9A 4V1 (\$2.00 plus 10% shipping and handling).

Pub Type—Guides - Classroom - Teacher (052) — Books (010)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adult Basic Education, Content Area Reading, Readability, *Reading Ability, Reading Comprehension, *Reading Diagnosis, Reading Interests, Reading Skills, *Reading Tests, Resource Materials, Self Evaluation (Individuals), *Standardized Tests, Student Attitudes, Study Skills, Test Construction, Test Reviews

Covering the most important aspects of assessing adult basic readers, this collection of articles is introduced by a discussion of the purpose of resource books for adult education. The first article then examines the rationale for assessing reading ability and stresses the importance of purpose and design in assessment. The second article reviews problems in defining reading and establishing what aspects of reading may be measured while the third provides a rationale and a number of practical examples for assessing attitudes and interests. Similarly, the fourth article presents the background and sample resources for assessing content area reading and study skills. The fifth article focuses on comprehension, dealing separately with standardized tests, informal approaches, and the cloze procedure, and the sixth article provides two measures for rapidly estimating test material readability and offers suggestions for making qualitative comparisons of books' readability. The collection contains numerous examples of various reading assessment measures, and concludes with a brief glossary of terms. (Author/MM)

ED 241 917 CS 007 556

Coley, Joan Develin
Bridging the Reading/Writing Gap.
Pub Date—Oct 82

Note—7p; Paper presented at the Annual Meeting of the Keystone Reading Association (15th, White Haven, PA, October 13-15, 1982).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Class Activities, Elementary Education, *Integrated Activities, Language Patterns, Paragraphs, Program Development, Reading Comprehension, *Reading Instruction, *Reading Processes, Reading Skills, Sentence Structure, Story Reading, Teaching Methods, *Writing Instruction, *Writing Processes

Identifiers—*Reading Writing Relationship, Story Structure

Highlighting similarities in the processes of reading and writing can help teachers establish a more unified program allowing students to develop skills that transfer from one process to another. One activity to help students develop reading skills focuses on the "who, what, where, when" types of patterns that recur in sentences and stories. One teacher has developed a "Pac Man" game based on this concept. A second group of activities is built around "The Important Book," by Margaret Wise Brown. The teacher reads the book aloud to students who then discover the pattern that repeats itself on each page. Teachers can also have children reconstruct a cut-apart story as a reading comprehension activity, ultimately using their own stories, to focus the children's attention on the sequential construction of many stories. The use of story maps is another useful tool. Students learn to identify common elements of stories such as setting, problem or conflict, and resolution, after which they can create a story map of the story they intend to write. (HTH)

ED 241 918 CS 007 559

Whisler, Nancy G.
3 Steps to Language Success: Prior Knowledge, Oral Language & the Reading/Writing Connection. A Handbook for Integrating Writing Instruction into the Basic Reading Program.
Pub Date—82

Note—68p.
Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Education, Grammar, *Integrated Activities, Language Arts, Language Skills, Lesson Plans, *Models, *Oral Language, *Prior Learning, Reading Comprehension, *Reading Instruction, Sentence Structure, *Writing Instruction

Identifiers—*Reading Writing Relationship

Designed to provide specific instructional suggestions for integrating basic reading and writing instruction in the elementary school, the lesson ideas presented in this booklet are applicable across grade levels and can be used with any basic reading and language arts textbook series. The 30 ideas cover a variety of areas, including the following: (1) guided

responses, (2) describing and drawing, (3) sentence building, (4) composing sentences in response to questions, (5) readers theatre, (6) predicting, (7) sentence combining, (8) making sense with sentences and phrases, (9) cloze grammar, (10) comparing and contrasting, (11) mapping summaries, (12) paragraph building, (13) interviewing, (14) comprehending and writing, and (15) cluster writing. In addition to the lesson ideas, the booklet contains a description of the integrated basic reading/writing model that was used to structure the lessons, a rationale and explanation of each step in the model as it relates to specific instructional activities, and a summary of the research and literature base upon which the booklet was developed. (FL)

ED 241 919 CS 207 591

Oral Language Continuum.
Fresno County Dept. of Education, Fresno, Calif.
Pub Date—75

Note—66p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Communication Skills, *Continuous Progress Plan, Elementary Education, Guidelines, Language Arts, *Language Skills, Learning Activities, Listening Comprehension, Listening Skills, *Oral Language, *Sequential Approach, Speech Skills, *Student Needs, Verbal Ability, Verbal Communication, Vocabulary Development

Identifiers—PF Project

An oral language continuum designed to help elementary students develop techniques for a variety of speech situations, learn to listen, and learn to be aware of the responsibility of the speaker is presented. The continuum is divided into four sections. Student needs, implications for teaching, and suggested activities are arranged sequentially. Section one concerns the needs of the young child for an adequate vocabulary to express needs and feelings, and to describe experiences. Section two focuses on the child's need for guidance in the skills of oral communication and the opportunity to experience such skills as conversation, social courtesies, giving directions, story telling, discussion, and choral speaking. Section three focuses on the skills of listening, defining, and asking and answering questions. Section four concerns the skills involved in preparing and presenting short reports and talks, book reports, and panel discussions. The appendices include: (1) the Marion Monroe Oral Language Screening Test; (2) language arts aids (directions for making a variety of paper hats) and 15 ideas for short form book reports; (3) directions for making and using the morphologizer (an aid for learning parts of speech and sentence construction); and (4) a six-item bibliography. (EM)

ED 241 920 CS 207 769

Altschull, J. Herbert
The Origins of Journalism Education: A Cross-National Perspective.
Pub Date—7 Aug 83

Note—23p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (66th, Corvallis, OR, August 6-9, 1983).

Pub Type—Historical Materials (060) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communications, Developed Nations, Developing Nations, Educational Development, *Global Approach, Government Role, *International Relations, *Journalism Education, Mass Media, *News Media, Newspapers, *Political Influences, *Socioeconomic Influences, Television, United States History, Values

Identifiers—*Journalism History, Media Role

Differences in journalism education across the world reflect differences in political, economic, and social environments. Journalism education in the United States, which began in the age of progressivism and reflected the values of the time, has emphasized the press's objectivity and independence, an independence built on its reliance on advertising rather than on political or governmental funding. The stress on practical training so evident in U. S. journalism schools is only beginning to be found in Western Europe, largely because of European papers' traditional concern with political ideology. Reflecting Leninist principles and supported by the government or the Communist Party, the Soviet press seeks to inform, teach, and motivate others to action. Due to its training courses and its reputation

for unbiased reporting, the British Broadcasting Corporation (BBC) has had a lasting influence on journalism education in Asia and Africa. The United States has provided Third World nations with a model for journalism education and has impressed students from those countries with the technical quality of its broadcasting. Advancing nations protest, however, against the cultural penetration of western programming. Unwilling to be influenced simply by American or Soviet beliefs, Third World countries endorse objectivity, fairness, and balance in journalism, yet see the press as a partner with the government in organizing public thinking. (MM)

ED 241 921 CS 207 995

Junior High Language Arts Course of Study.

Oak Park Public School District 97, IL.

Pub Date—Feb 84

Note—5p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, Curriculum Guides, Junior High Schools, *Language Arts, *Language Skills, Listening, Literature, *Skill Development, Speech, Spelling, Vocabulary, Writing (Composition)

Identifiers—PF Project

The purpose of this curriculum outline is to define the basic language arts requirements for junior high school students in the Oak Park (Illinois) school district. For grades 7 and 8 the topics covered in mechanics, spelling, capitalization, punctuation, parts of speech, language usage, and sentence style are outlined. In addition, a summary of the writing styles, composition skills, literature, vocabulary, and listening and speaking skills covered at the junior high level is provided. (LP)

ED 241 922 CS 208 002

Smith, Jane Bowman

"Pique": A Group Dictionary Assignment.

Pub Date—83

Note—2p.

Journal Cit—Exercise Exchange; v29 n1 p35 Fall 1983

Pub Type—Guides - Classroom - Teacher (052) —

Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, *Definitions, *Dictionaries, *Group Activities, High Schools, Language Arts, Learning Activities, Postsecondary Education, Teaching Methods

Identifiers—PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: This exercise replaces the standard, often boring introductory lecture on using the dictionary with a group assignment that encourages the students to observe and analyze the entry for at least one word very carefully. In doing so, the students discover for themselves both the kinds of information given in a dictionary entry and the particular way in which the information is ordered. After the students spend an entire class period analyzing a single dictionary entry, they seem more inclined to view their dictionaries as useful resources, and I encourage this by "allowing" them to look up words during tests and in-class writings. I have used this exercise in college writing classes, but it could also be used in high school English courses. The students form groups with four or five members and choose a secretary to record their discoveries. Each student is then given a photocopy of the same entire page of a large hardbound dictionary, such as "The American Heritage Dictionary of the English Language." I tell the students to focus only on the word "pique." ("Pique" appears in one of their readings, and in class prior to this exercise we discuss the meaning of the word in its context. Obviously, any slightly exotic word could work equally as well.) The students study this entry carefully and list all the information that the one entry gives them about the word, and also anything they notice about the order of the information. To spur them on, I tell them I discovered sixteen bits of information in ten minutes. The students easily surpass my discoveries in one class period: generally, their lists cover two or three pages. On their own, they study other words from the same root (pique, piquet, piquet) for clues, realizing in some instances what has not been told about the word "pique." In the last ten minutes of class, I "reluctantly" let them study the general information on dictionaries in their handbooks, but only rarely do they find something to add to their group's responses. The students enjoy this assignment, but more importantly, they learn more when they are actually using the dictionary to dis-

cover something for themselves than when I tell them about it. Finally, this exercise engages even the students who have heard the standard lecture about the dictionary, and protest that they "already know how to use it." (Author)

ED 241 923 CS 208 005

Kurata, Marilyn

An Idea for Argumentative Writing.

Pub Date—83

Note—2p.

Journal Cit—Exercise Exchange; v28 n2 p4-5 Spr 1983

Pub Type—Guides - Classroom - Teacher (052) —

Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Essays, Expository Writing, Higher Education, *Persuasive Discourse, Self Evaluation (Individuals), Teaching Methods, *Writing (Composition), Writing Exercises, Writing Instruction, Writing Skills

Identifiers—PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: At my university, students are required to take a two course sequence in freshman composition, EH 101 and EH 102. EH 101 covers six basic essay forms utilizing description, narration, process description, classification, comparison/contrast, and argument. Because EH 101 is a basic, required course, instructors often find it difficult to generate interest in the classroom. Students with extensive writing experience in high school are bored by a review of basic grammar and essay format. Students who are less well-prepared are confused by the avalanche of rules and forms which instructors are required to cover. Consequently, freshman composition students are apt for different reasons to regard writing assignments as a chore, an unwelcome exercise towards fulfilling a requirement. And, as all instructors know, lack of interest fosters poor writing. Although one way to combat writing fatigue is to allow students to write on topics of their choice, I always specify the topic for the argument essay, the final writing assignment in EH 101. My topic always excites the greatest interest and effort from my students. After covering the basic format for an argument essay and discussing several examples from the textbook, I ask students to write down the grade they would like to get in the course and the grade they expect to get. Inevitably, the second grade is lower than the first grade. Classroom discussion reveals that the second grade is generally equivalent to the average grade received on the various essays written up-to-date whereas the first grade is based on more subjective reasoning. With some helpful prodding from me, students begin to articulate the basis for their claims. They discover that progressive improvement, classroom participation, and voluntary attendance at the Writing Laboratory might be considered before an overall course grade is assigned by the instructor. Further discussion elicits the idea that the individual letter grade on an essay can be misleading, for all aspects of an essay are not necessarily of the same quality. For example, failing grades on compositions may result from the consistent inclusion of numerous run-on sentences, although these same compositions might demonstrate increased proficiency in spelling, punctuation, or idea development. Students are asked to review their written work for the course and note areas of improvement as well as writing weaknesses. Then they are told that their final graded assignment will be an argument essay, the thesis for which will read, "I should receive a [letter grade] for EH 101 because..." This essay must be accompanied by a file of their course work so that I can review the "evidence" upon which they are basing their argument. The exercise serves a twofold purpose. First, students gain experience in writing an argument essay. Second, students are forced to evaluate their course work objectively, recognizing overall development as well as specific strengths and weaknesses. This self-evaluation results in their acknowledging what purpose EH 101 has served. And, knowing what areas still need to be improved, they bring definite goals and motivation to EH 102. An added benefit for the EH 101 instructor is that rarely do students who have performed such a self-evaluation question the final course grade they do receive. (Author)

ED 241 924 CS 208 010

Slaskal, Doreen

Language Arts Project: Radio Program Production.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—31p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Advertising, *Communication Skills, Creative Writing, *Critical Thinking, Editorials, Group Activities, Junior High Schools, *Language Arts, Learning Activities, News Reporting, *Persuasive Discourse, *Programming (Broadcast), *Radio, Student Projects, Teaching Methods

Identifiers—Audience Awareness, PF Project

A project in which student groups create a 10-minute radio broadcast consisting of a song, commercials, a news report, and a commentary is presented. The purpose of the project is to teach students to be selective media users while also teaching reading, writing, listening, and speaking skills. The teacher introduction offers suggestions for carrying out the project and lists concepts related to each part of the broadcast. Instructional materials include: creative writing assignments and other activities which illustrate that different methods of communication are used with different audiences; worksheets to be completed for each part of the broadcast; an exercise on communications skills needed for different occupations; exercises related to advertising techniques; to the differences between fact and opinion in news reporting; and to persuasive techniques used in commentaries; and a form to be used for the script of the broadcast. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

ED 241 925 CS 208 014

Edelmann, Vicki V.

Learning How To Learn. A Learning Activity

Packet.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—19p.

Pub Type—Guides - Classroom - Learner (051) —

Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Instructional Materials, Intermediate Grades, Junior High Schools, Language Arts, Learning Activities, *Listening Skills, *Notetaking, *Study Skills, Teacher Developed Materials, Units of Study, Writing (Composition)

Identifiers—*Outlining, PF Project

An intermediate to junior high level activity packet presents learning activities for improving student outlining, notetaking, and listening skills. In part I, students gain experience in the use of complete sentences, phrases, and word outlines by outlining reports, arranging facts and details into logical order, and writing from outlines. Part II helps students learn efficient ways to take notes from readings, lectures, and films. The final part presents tips and exercises for improving listening skills. The document is one of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (LH)

ED 241 926 CS 208 016

Austin, Kitty

Incorporating the Multicultural, Nonsexist Guidelines into the Language Arts Curriculum. Grades

9-12.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—79p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Communication Skills, *Cultural Awareness, Cultural Interrelationships, Educational Policy, Ethnic Relations, Ethnic Studies, Humanistic Education, *Language Arts, Learning Activities, Literature, *Multicultural Education, Novels, Secondary Education, *Sex Bias, *Sex Fairness, *State Legislation, State School District Relationship, State Standards, Teacher Developed Materials, Units of Study

Identifiers—*Iowa, PF Project

Guidelines and activities to assist Iowa secondary school language arts teachers in integrating state-mandated nonsexist, multicultural education can be adapted by teachers in all states. Course descriptions are provided for four courses: a freshman core literature course, introduction to the novel, great books, and mass communication. Several activities to accompany each offering are also provided. This document is one of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (LP)

ED 241 927 CS 208 026

Topolovac, Eleanor R. And Others
Jog America Read-A-Thon and TV Viewing Skills
Packet, Books and Beyond.

Solana Beach Elementary School District, Calif.
Spons Agency—California State Dept. of Education, Sacramento.

Pub Date—82
Note—172p.

Pub Type—Guides - Classroom - Teacher (052) —
Non-Print Media (100)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Awards, *Bulletin Boards, Commercial Television, Elementary Education, Guidelines, *Parent Participation, Parent School Relationship, Parent Student Relationship, Program Descriptions, Reading Habits, Recordkeeping, *Recreational Reading, *Student Motivation, Television Commercial, *Television Viewing Identifiers—*Contests, PF Project

The Jog America Read-A-Thon guide is one of the reading incentive strategies used in the Books and Beyond program which is designed to increase K-6 students' recreational reading and reduce their indiscriminate television viewing. The method used in this guide is to have students read books and move a running shoe marker on a large map of the United States. Students in grades three to six are required to read books in different categories as they move from one of the eight highlighted states to another. This guide is divided into three sections. Section one consists of explanatory materials covering: implementation of the program; bulletin board set up; orientation for teachers, parents, and volunteers; and how the program works for grades K-2 and grades 3-6. Section two contains the materials needed for the bulletin board and for recordkeeping. Section three consists of information on teaching television viewing skills. Materials include a sample letter to parents and students, a TV Time Chart, and television viewing logs for students. Concluding this section are pages of television viewing information, some games, puzzles, and activities. (EM)

ED 241 928 CS 208 028

Language Arts Skills Continuum: Learner Based Objectives, Head Start - Grade 6. Revised Edition. The Best of BES - Basic Educational Skills Materials.

Education Service Center Region 16, Amarillo, TX.; Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Pub Date—81
Note—75p.

Pub Type—Guides - Classroom - Teacher (052) —
Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Basic Skills, *Behavioral Objectives, *Continuous Progress Plan, Course Objectives, Curriculum Development, Early Childhood Education, Elementary Education, Individualized Instruction, *Language Arts

Identifiers—Basic Educational Skills Project, *Continuum Models, Head Start Supplementary Training Program, PF Project

One of a series of documents produced by a nationwide network of early childhood education specialists, teachers, parents, and Head Start staff, the document contains a language arts skills continuum to be used as a tool for individualizing instruction for students learning basic educational skills. A comprehensive set of learner objectives for each grade level from Head Start through sixth grade has been correlated to the instructional objectives set by a Texas school district. The skills continuum has been organized by curriculum areas and given a computer code. Global skills, terminal program objectives, and specific grade-level enabling objectives have been identified for each curriculum area and program goal. Although the learner objectives have been customized to a particular school district, a similar continuum could be adapted for any school district. (LH)

ED 241 929 CS 208 042

Fefes, Fred
The U. S. in Third World Communications: Latin America, 1900-1945. Journalism Monographs Number Eighty-Six.

Association for Education in Journalism and Mass Communication.

Pub Date—Nov 83

Note—35p.; Published with funds provided by the Garnett Foundation.

Available from—College of Journalism, University of South Carolina, Columbia, SC 29208 (\$5.00, single issue).

Pub Type—Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Advertising, *Communications, Developing Nations, *Economic Development, *International Relations, Latin American History, Mass Media, *Mass Media Effects, Newspapers, News Reporting, North American History, Radio Identifiers—Communication Dominance, *Foreign Intervention, *Latin America

The media imperialism approach to studies of communications in South America lacks sensitivity to the historical dimension, and tends to define the issues of western media imperialism in the context of the United States post-World War II ascendancy to world power. Through an examination of the expansion of U. S. communication interests into Latin America prior to the war, a deeper appreciation of media imperialism as a complex historical phenomenon can be achieved. In 1988, the U. S. began a period of phenomenal economic and political expansion into Latin America, matched by the expansion of American communication interests in the region and an increase in the control by U. S. companies over Latin American communications media, particularly cable and radio. Much of this expansion was an effort to restrain European control and keep communications in the hands of the western hemisphere. At the end of World War I, North American news agencies successfully challenged European control over the distribution of foreign news to Latin American newspapers. North American interests also penetrated and soon controlled the Latin American film market, and North American exporters became major financial supporters of both print media and radio through advertising. Thus, by the end of World War II, U. S. commercial interests had already achieved a substantial degree of penetration into Latin American communications and media systems. The U. S. then faced the post-war era of world expansion with a partnership between government and media interests based on its experiences in Latin America. (HTH)

ED 241 930 CS 208 072

Marzano, Robert J.
Toward a Working Model for the Analysis of Cohesion and Coherence in Writing.

Pub Date—83
Note—33p.

Pub Type—Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Coherence, *Cohesion (Written Composition), Communication Research, *Connected Discourse, *Discourse Analysis, *Models, Research Design, Research Methodology, Systems Analysis, *Systems Approach

Identifiers—*Text Structure

Although most models of connected discourse are strikingly similar in the types of relationships they describe, they are strikingly different in two areas: the unit of analysis and the dimensions on which cohesion versus coherence are described. Common systems for analyzing written text use the sentence, T-unit, clause, or proposition as the unit of analysis. However, these units of analysis are often confounded with the issue of relationship types. That is, when the unit of analysis is large, salient relationships between unit elements are lost and when the unit of analysis is small, too many relationships are identified. A compromise unit of analysis might be predication, a system that recognizes both finite and nonfinite clauses and contains two types of relationships—argumental and nonargumental. Since the identification of referential ties (cohesion) is one of the first lines of discourse processing, it is logical to use a model that identifies lexical references from one predication to the next. Coherence can be determined by applying a set of macrorules to the discourse as a whole. For a set of predications, the macrostructure may be signaled by predications summarizing or subsuming the other predications in the set. There are also several types of patterns of relationships or macropatterns, each with governing predications. The advantage of this system of analysis is that it permits for a quantitative analysis of discourse data. (HOD)

ED 241 931 CS 208 134

Writing Assignment of the Month. [Columns Compiled from Three Issues of "Notes Plus," September 1983 to January 1984.]

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—[84]
Note—9p.

Journal Cit—Notes Plus; v1 n1-3 Sep 1983-Jan 1984

Pub Type—Collected Works - Serials (022) —
Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Assignments, *Comparative Analysis, Essays, Film Criticism, *Prewriting, *Research Skills, Secondary Education, Teaching Methods, Units of Study, *Writing Exercises, Writing Instruction, *Writing Skills

Identifiers—Journal Writing, PF Project, *Writing across the Curriculum

Three installments of "Writing Assignment of the Month," a regular feature of the National Council of Teachers of English publication, "Notes Plus," are presented in this compilation. The articles describe writing exercises which have proven to be successful in the classroom. The first article gives suggestions for introducing students to mapping, a prewriting technique which uses graphic representations of information as an aid in organizing ideas for written and oral compositions. An example of mapping and a student essay derived from a map are included. The second article offers detailed instructions for a two-week writing unit which uses comparisons of film critiques from a variety of publications to teach writing and research skills. The guidelines include objectives and day-by-day instructions. The final article describes two methods of using writing as a means of enhancing learning across the curriculum. The methods, speculative and double-entry journal writing, involve stopping frequently while reading in order to write down observations and thoughts. It is stressed that this type of writing is a process rather than product. (DC)

ED 241 932 CS 208 135

Ideas from the Classroom. [Columns Compiled from Three Issues of "Notes Plus," September 1983 to January 1984.]

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—[84]
Note—17p.

Journal Cit—Notes Plus; v1 n1-3 Sep 1983-Jan 1984

Pub Type—Collected Works - Serials (022) —
Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, Discussion (Teaching Technique), *English Instruction, *Language Arts, Learning Activities, *Literature Appreciation, Secondary Education, *Teacher Developed Materials, Teaching Methods, *Word Recognition, *Writing Exercises

Identifiers—PF Project, *Word Games

Three installments of "Ideas from the Classroom," a regular feature of the National Council of Teachers of English publication, "Notes Plus," are presented in this compilation. "Ideas from the Classroom" offers a variety of teacher-submitted activities for English and language arts instruction. The three articles in this compilation include: (1) nine writing exercises which are appropriate for the beginning of the school year; (2) 20 activities and games that focus on words; and (3) eight activities for talking and writing about literature. (DC)

ED 241 933 CS 208 136

Classic of the Month. [Columns Compiled from Three Issues of "Notes Plus," September 1983 to January 1984.]

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—[84]
Note—8p.

Journal Cit—Notes Plus; v1 n1-3 Sep 1983-Jan 1984

Pub Type—Collected Works - Serials (022) —
Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, Discussion (Teaching Technique), Learning Activities, *Literature Appreciation, *Novels, Secondary Education, Student Projects, Teaching Methods, Units of Study, Writing Exercises

Identifiers—*Classics, Hard Times, Old Man and the Sea, PF Project, Red Badge of Courage
Three installments of "Classic of the Month," a

regular feature of the National Council of Teachers of English publication, "Notes Plus," are presented in this compilation. Each installment of this feature is intended to provide teaching ideas related to a "classic" novel. The first article offers a variety of activities based on "The Red Badge of Courage" by Stephen Crane. Included are questions for class discussion and suggestions for preliminary small-group activities, library projects, writing assignments, and follow-up small-group activities. The second article describes a 12-day unit on Ernest Hemingway's "The Old Man and the Sea." Instructions are given for each day of the unit as well as a list of topics for student position papers based on the novel. The final article presents activities related to "Hard Times" by Charles Dickens. Questions for class discussion are given along with ideas for writing assignments, class projects, and small-group or individual projects. (DC)

ED 241 934 CS 208 139

Kirschner, Mary
Vivacious Vowels with Consonant Supplement.

Revised.
Monrovia Unified School District, CA.
Pub Date—80
Note—58p.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Consonants, Instructional Materials, Junior High Schools, Language Arts, Middle Schools, *Phonetics, Pronunciation, Resource Materials, Syllables, *Vowels, Word Lists
Identifiers—California Demonstration Program in Reading, PF Project

Instructional materials and facts about vowels and consonants in the English language are presented as an aid in teaching vowel and consonant sounds. Included in this document are: (1) numerous facts about the quantity and type of syllables, monosyllables, vowel sounds, digraphs, and diphthongs in English; (2) a chart listing 18 vowel sounds; (3) a diagram showing the position of the tongue for each vowel sound; (4) an explanation of diphthongs; (5) additional facts about short and long vowel sounds; (6) detailed explanations for each of 19 vowel sounds including examples of common and alternate spellings, a description of how the sound is made, and a list of words containing the sound; (7) lists of additional words containing the five short vowel sounds; (8) a chart listing 27 consonant sounds; (9) an explanation of how different types of consonant sounds are made; (10) detailed explanations for each of the 27 consonant sounds including examples of common and alternate spellings, a description of how the sound is made, and a list of words containing the sound; (11) a chart of 28 consonants and consonant combinations giving examples of the different sounds that each can represent; and (12) a nine-item bibliography of books on phonetics and pronunciation. (DC)

ED 241 935 CS 208 140

Tucker, Jim Bartz, Ruth
Survival Vocabulary [and] Survival Vocabulary:
Teacher's Edition.

Santa Barbara Elementary and High School District, Calif.

Pub Date—80
Note—127p.
Pub Type—Guides - Classroom - Learner (051) —
Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Basic Skills, *Basic Vocabulary, *Functional Reading, Junior High Schools, Learning Activities, Reading Skills, Units of Study, *Vocabulary Development, *Vocabulary Skills, *Word Lists

Identifiers—California Demonstration Program in Reading, PF Project

Designed for junior high school teachers and students, this competency-based vocabulary guide offers 16 units of study on survival vocabulary. Included in the guide are a student section and a teacher key. Each unit in the student section contains a word list and four or more exercises which include definitions, word classification, word search, and compare-contrast. The teacher key gives the answers to the exercises contained in the student section. Both the student section and the teacher key contain the same survival vocabulary glossary. The Webster's Intermediate Dictionary, 1977 edition, is noted as the primary resource in compiling the glossary. (EM)

ED 241 936 CS 208 185

Long, Russell C.
Error Recognition: Implications for Interdisciplinary Writing Instruction.

Pub Date—[82]
Note—16p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, Content Area Writing, *Evaluation Criteria, Higher Education, *Language Usage, *Reader Response, *Teacher Attitudes, Writing (Composition), *Writing Evaluation, *Writing Research

In a study of writing perceptions held by college faculty in disciplines other than English, 81 faculty members indicated whether each of 67 student writing errors bothered them a great deal, a little, or not at all. Results showed that teachers did not strongly object to errors apparently produced by carelessness or by ignorance of finer distinctions in English usage, but they did react very negatively to violations of status markers (e.g., "bring" for "brought") or of unequivocal conventions. Although the small number of respondents prevented conclusive identification of distinct patterns in responses, the results showed that female instructors had strongly negative reactions to almost twice as many errors as males and that, of the three schools sampled, the arts and sciences proved the most critical, followed closely by education, and trailed by agriculture and business. The study suggested that teachers in disciplines other than English see writing as a means to an end rather than as an end in itself. (MM)

ED 241 937 CS 208 194

Southard, Sherry G.
The Internship Program at Oklahoma State University.

Pub Date—[Apr 83]
Note—8p.; Paper presented at the Annual Meeting of the Council for Programs in Technical and Scientific Communication (Lincoln, NE, April 7-8, 1983). Paper appears in "Proceedings 1983," a publication of the Council.

Pub Type—Reports - Descriptive (141) —
Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Editing, *Education Work Relationship, Higher Education, *Internship Programs, *On the Job Training, *Professional Education, Program Descriptions, Student Experience, *Technical Writing, Work Experience Programs
Identifiers—Oklahoma State University, *Technical Communication

The internship program in technical communications at Oklahoma State University is a 3-credit-hour course that offers students an opportunity to apply the principles of technical communication learned in the classroom to an on-the-job situation. The prerequisites for the course are 9 hours of English and a course on intermediate technical/professional report writing. Students are also encouraged to complete an advanced technical/professional writing course and a course on scientific and technical editing. Once the student employers and projects are determined, students are assigned an academic work needed for them to be able to complete their internship successfully. In addition to the academic modules assigned, students are expected to keep a record of all application materials and to complete progress reports, a final report, and a log book for all academic and on-the-job work. Employers evaluate their interns twice. Most of the internships involve a specific project (e.g., revising a booklet, writing a brochure), although a few involve working a set number of hours per week rather than completing a project. Regardless, students put in a total of at least 120 hours for both academic and on-the-job work. The goal now is to expand the program so that students can complete full-time paid internships. (A list of internship forms and projects is appended.) (HOD)

ED 241 938 CS 208 199

Laney, James D.
Composition in the Intermediate Grades: How to Promote Thinking and Creativity.

Pub Date—Nov 83
Note—33p.; Paper presented at the Annual Meeting of the California Educational Research Association (Los Angeles, CA, November 17-18, 1983).

Pub Type—Guides - Classroom - Teacher (052) —
Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Creative Thinking, Intermediate

Grades, Learning Processes, Learning Strategies, *Metacognition, Peer Evaluation, Prewriting, Prior Learning, *Problem Solving, Revision (Written Composition), Teaching Methods, Writing Evaluation, *Writing Instruction, Writing Processes, *Writing Skills

Use of metacognitive strategies, creative problem solving, and creative thinking techniques in intermediate grade writing instruction can promote students' thinking and creativity. Metacognitive strategies can help students attack the writing task in an orderly fashion. Answering specific questions for descriptive, expository, narrative, or persuasive writing, for example, can help students shape their verbalizations before, during, and after writing paragraphs. Prewriting verbalizations and composition planning worksheets can substitute for the formal outline. Creative problem solving as applied to written composition involves such prewriting activities as stimulation, recreation of impressions, selection of a creative problem, peer group consultation, and oral brainstorming, while writing and rewriting include writing consultation and sharing writing with an appropriate audience. Creative thinking techniques such as brainstorming, attribute listing, morphological synthesis, and synectics methods can help writers supplement their store of intuitive ideas. (Appendices include composition planning worksheets, a completed descriptive paragraph, and creative thinking worksheets.) (MM)

ED 241 939 CS 208 200

Martin, William R.
Evaluating on the Right Side.

Pub Date—Nov 83
Note—21p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (73rd, Denver, CO, November 18-23, 1983).

Pub Type—Guides - Classroom - Teacher (052) —
Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cerebral Dominance, Evaluation Criteria, *Evaluation Methods, Feedback, Holistic Evaluation, Peer Evaluation, Reader Response, Revision (Written Composition), Student Teacher Relationship, Teacher Role, Teaching Methods, *Writing Evaluation, Writing Improvement, Writing Instruction, Writing Research
Identifiers—*Affective Domain

Using the right hemisphere of the brain in evaluating student writing means consciously and consistently incorporating its emotional, intuitive, and holistic functions with the more analytical functions of the logical "left" hemisphere when considering, judging, and directing improvement in student writing. Research seems to suggest that teachers who consistently use "right side" evaluation methods can influence students toward developing their own trust and skill in making more extensive use of their "right side." Students use the right brain to comprehend better the full meaning of teachers' oral and written evaluations of their writing, and for their own continued writing improvement. Adaptable for use in a variety of contexts are eight "right brain" methods for evaluating student writing: (1) comment on one or two positive points, (2) convey honest feelings about a paper, (3) talk with the student about overall impressions of the paper, (4) establish open-ended/criterion referenced evaluation, (5) use peer partner evaluation, (6) use imagery or analogy to help students initiate corrections, (7) work with the class at semantic evaluation, and (8) use language history in providing feedback to students. (HTH)

ED 241 940 CS 208 201

Evans, Ron
Taking a Hard Look at Software. What about Wimpy Software?

Pub Date—Nov 83
Note—17p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (73rd, Denver, CO, November 18-23, 1983).

Pub Type—Speeches/Meeting Papers (150) —
Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Artificial Intelligence, Authoring Aids (Programming), *Computer Assisted Instruction, *Computer Software, *English Instruction, Language Arts, Literature Appreciation, *Microcomputers, Program Improvement, Reading Comprehension, *Teacher Developed Materials, *Teacher Role, Word Processing, Writing Instruction, Writing Skills

Much of the computer software currently available for English teachers fails to assess adequately computer strengths and weaknesses. Labeled "wimpy software," these products are often little more than animated textbooks whose lesson formats exercise little higher-order reasoning. The future for good quality software, therefore, rests with English teachers themselves. By using existing authoring systems and word processor programs, English teachers can create their own lessons. Apple's Super Pilot, for example, presents a respectable menu of options for presenting interactive lessons, for tallying results, and for augmenting these lessons with graphics in a range of colors. With this disk package, teachers can create lessons in grammar and usage, reading comprehension, simple composition skills, or even literary background. Word processing programs such as the Bank Street Writer make it easy to compose lessons in free writing story completions, creating suitable writing styles, word substitutions, definitions, and sentence expansions and combinations. Another potential area of computer use may be seen in composition tutorial programs that use artificial intelligence techniques to develop worthwhile interactivity between writer and computer. With these three aids English teachers can learn to create their own floppy-disk factory. (HOD)

ED 241 941 CS 208 202

Adult Basic Education English and Communications Curriculum Guide, Response Draft.
British Columbia Dept. of Education, Victoria. Continuing Education Div.

Report No.—ISBN-0-7719-9047-2

Pub Date—82

Note—179p.

Available from—Publication Services Branch, 878 Viewfield Rd., Victoria BC V9A 4V1 (\$5.00 plus 10% handling and postage).

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC08 Plus Postage.

Descriptors—*Adult Basic Education, Adult Learning, Adults, Cognitive Style, Communication Skills, *Curriculum Design, *Curriculum Development, Curriculum Guides, Educational Objectives, Educational Research, English Curriculum, *English Instruction, Foreign Countries, *Speech Communication, *Speech Curriculum

Identifiers—Canada, Theory Practice Relationship
Called a response draft, this curriculum guide provides practitioners with further opportunity to examine and discuss adult learning in English and communications before the guidelines are adopted throughout British Columbia. The guide's three specific purposes are to (1) define a common curriculum goal and an array of learning objectives for adult basic education English and communication courses; (2) present a flexible structure for course design, accommodating both theme and skills approaches; and (3) provide administrators, coordinators, and instructors with a framework for coordinating courses within an institution and for defining curriculum and professional development needs. The first section of the guide establishes a curriculum goal and learning objective and outlines a method of grouping the selected objectives into course units. Sections two and three present a range of sample theme and skills units. The fourth section summarizes findings about 12 aspects of adult learning and presents an interpretation of recent research and writing on teaching English and communication. The last section contains instructional resources and professional references. (HTH)

ED 241 942 CS 208 203

Schmidt, William H. And Others
Curriculum Integration: Its Use in Language Arts Instruction. Research Series No. 140.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—IRT-RS-140

Pub Date—Dec 83

Contract—400-81-0014

Note—23p.

Available from—Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 (\$3.00).

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Educational Philosophy, *Educational Research, Elementary Education, Elementary School Teachers, *Integrated Curriculum,

*Language Arts, *Teacher Behavior, Teacher Effectiveness, *Teacher Role, *Teaching Methods
A study examined the amount and kinds of language arts curriculum integration that occurred in natural elementary school classroom settings, the contextual factors associated with such integration, and the relationship between teachers' thinking about this subject and the occurrence of integration in their classrooms. Teachers in six self-contained classrooms kept logs for three months in which they recorded the beginning and ending times for each instructional intent, and the materials used in each lesson. In addition, the teachers were observed six times during the period and were interviewed at the end of the study. Results showed that while interview data indicated that teachers generally favored an integrated approach to language arts instruction, logs and observations revealed that less than 10% of time spent in language arts instruction actually involved integrated activities. Integration tended to occur only in whole-class settings under direct teacher supervision. (FL)

ED 241 943

Wete, Francis N.

The U. S., Its Press, and the New World Information Order. Freedom of Information Center Report No. 488.

Freedom of Information Center, Columbia, Mo.

Pub Date—Feb 84

Note—9p.

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Censorship, Developed Nations, *Developing Nations, Federal Government, Government Role, Information Sources, *International Relations, Mass Media Effects, *News Reporting, *Press Opinion

Identifiers—Communication Dominance, *New World Information Order, *UNESCO

Criticisms of the one-way flow of international information were first voiced in the 1940s, when, in the name of free flow of information and worldwide access to news, the United States launched an offensive to dismantle European news cartels. At a UNESCO conference in 1945, the United States was chiefly responsible for making the free flow of information a UNESCO objective; it has remained one ever since. The first UNESCO reference to a change in western control of information was made in 1969 following an influx of developing nations into the organization, when resentments bred by information flow imbalances spawned a series of proposals to correct them. It is observed that western discussion of this new world information order has generally been couched in Cold War rhetoric, including charges that the proposals are Soviet inspired and supported. U. S. news agencies and journalistic organizations have led this opposition, pressuring the U. S. government to air its views to UNESCO. Although Third World arguments today resemble those used to indict the European cartels in the 1940s, the U. S. media neither treat the debate objectively nor acknowledge criticism of their position. It is normal for the U. S. media and government to be reluctant to support a course that, though just, seems to counter their economic and political interests. But if America is to maintain and expand its trade and political influence in developing countries, it has to be more sensitive to their problems than it has been in the New World Information Order debate. (HTH)

ED 241 944

Selle, Cynthia L. Wahlstrom, Billie J.

Computer Programs for Technical Communicators: The Compelling Curriculum. Working Draft.

Pub Date—Nov 83

Note—23p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (73rd, Denver, CO, November 18-23, 1983).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Assignments, *Business Communication, Communication Skills, *Computer Assisted Instruction, *Computer Graphics, *Computer Simulation, *Courseware, Higher Education, Layout (Publications), Program Descriptions, *Technical Writing, Writing Exercises, Writing Instruction, Writing Processes

Identifiers—Technical Communication

A series of computer programs have been developed at Michigan Technological University for use with technical writing and technical communications classes. The first type of program in the series,

CURIE II, includes process-based modules, each of which corresponds to one of the following assignments: memoranda, resumes, feasibility reports, abstracts, letters of application, descriptions of mechanical processes, user documentation, systems documentation, proposals, letters of inquiry, and technical reports for lay audiences. Each of the programs begins with a review of lecture points and then guides the students through various pre-drafting, drafting, and post drafting strategies appropriate to that particular task. The second type of program involves rhetorical scenarios. The computer, in effect, creates several large companies complete with detailed descriptions of their products, corporate structures, profit and loss records, personnel, and communications channels. Each company has attached to it different scenarios that demand a specific piece of writing within the context of the fictitious company. The third type of program is graphics-oriented and allows students to layout brochures, reports, newspapers, press releases and other documents by manipulating symbol libraries, print blocks, type fonts, white space, pictures, and time blocks on a CRT. (Sample printouts are interspersed throughout the document.) (HOD)

ED 241 945

Rivers, Thomas M.

Character and the Composing Process.

Pub Date—Mar 83

Note—32p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (34th, Detroit, MI, March 17-19, 1983).

Pub Type—Opinion Papers (120)—Guides—Classroom—Teacher (052)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Audience Analysis, Codes of Ethics, *Communication (Thought Transfer), Higher Education, *Humanistic Education, *Individual Development, *Moral Values, *Writing Instruction, *Writing Processes, Writing Skills
Identifiers—Audience Awareness, Invention (Rhetorical)

As communication is a moral action involving personal choice, composition instructors must help promote their students' character development. Whether during audience analysis, invention, or disposition, composition always involves the development and testing of four virtues: honesty, courage, love, and a combination of hope and humility. Teachers can encourage their students' honesty by assigning manageable topics that emphasize informed opinion over successful argumentation and by stressing the need for concern over the reality created by writing. Teachers can promote courage by having students conduct primary research on topics that threaten their image of the world, by emphasizing that writing is a deed that needs to be witnessed, and by stressing that the students must decide whether to impress audiences with their writing style. Teachers need to understand that by establishing communion with the self and by communicating something beneficial and significant to readers, student writing can develop self-love and love of others. Finally, teachers can encourage students' humility as well as hope by helping them see that knowing and communicating are both difficult and valuable activities. (MM)

ED 241 946

Alexander, James D.

Creative Writing across the Curriculum.

Pub Date—Feb 84

Note—7p.; Paper presented at the Midwest Regional Conference on English in the Two Year College (19th, Milwaukee, WI, February 16-18, 1984).

Pub Type—Guides—Classroom—Teacher (052)—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Content Area Writing, *Creative Writing, Creativity, Curriculum Development, *English Instruction, Expository Writing, Higher Education, Literature Appreciation, Student Research, *Writing Exercises, *Writing Instruction
Identifiers—Writing across the Curriculum

English courses should help students recognize the interrelationships among creative and expository writing, literature, and language. By helping students understand literary elements such as point of view, for example, creative writing courses can produce better student narratives. Required composition courses should replace sterile exercises in ex-

plaining and arguing with some creative requirements. Examples of exercises that integrate creative writing elements into expository assignments include having students paraphrase currently popular works and create courtroom scenarios demonstrating powerless-powerful personal interactions. An exercise incorporating creativity into the research assignment involves (1) having students write a definition of language that includes all human speech but excludes animal communication, (2) then having peers critique the definition using scientific source materials, and (3)—following a revision by the original writers—having peers try to prove an animal is human based on the definition. To increase student sensitivity to writers' craftsmanship, literature courses can ask students to write something similar to create heroic couplets, for example while studying Alexander Pope. (MM)

ED 241 947 CS 208 208
Wresch, William

Huck Finn Rides a Microcomputer: Two Approaches to Computer Use in Literature Instruction.

Pub Date—Nov 83

Note—13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (73rd, Denver, CO, November 18-23, 1983).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Simulation, *Courseware, *English Instruction, *Literature Appreciation, Microcomputers, Motivation Techniques, *Problem Solving, Program Descriptions, Program Evaluation, Teaching Methods, Technological Advancement
Identifiers—*Huckleberry Finn

As drill and practice programs in computer assisted instruction (CAI) in English give students a chance to test their understanding and free the teacher from test grading, they seem a legitimate if unexciting use of the computer; but what seems less defensible is that, according to some estimates, 90% of available CAI software is of this drill and practice type. A new form of CAI known as "simulation," however, uses the computer's full capabilities to put students in a simulated environment to discover for themselves how best to handle a situation. One such simulation in literature instruction is the "Huck Finn" program. After reading assigned pages, the students work with a computer simulation of the situation in which they have just left Huck Finn and try to get themselves out of Huck's predicament. Having faced the situation on the screen and thought their way through it, the students will be more eager to see Huck's solution and more able to share his feelings. The students then read more assigned pages and the process is repeated. Students appear to enjoy the program and one formal evaluation showed that it improved both understanding and appreciation of the book. While the program is open to improvement, it at least uses fully the current state of technology and serves as a model for the type of computer program that might be made available for literature instruction. (Examples of three simulations from the Huck Finn program are included.) (HTH)

ED 241 948 CS 208 209
Gregg, Noel

A Comparison of the Written Language Mechanical Error Patterns of College Learning Disabled, Normal and Basic Writers.

Pub Date—Nov 83

Note—34p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (73rd, Denver, CO, November 18-23, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Students, *Comparative Analysis, *Error Analysis (Language), Expository Writing, *Grammar, Higher Education, Language Usage, *Learning Disabilities, Low Achievement, Punctuation, Revision (Written Composition), *Writing Research, Writing Skills, *Written Language

As a step toward developing appropriate instructional techniques to help learning disabled college students, mechanical errors were compared in the expository essays and controlled stimulus passages (rewrites) of 15 learning disabled, 15 normal, and 15 basic writers at the college level. Analysis of both types of writing samples showed that learning disabled students made the most errors in all categories:

word usage, sentences, and spelling. While learning disabled students' most frequent errors were omitted words, dropped endings, and omitted salient information, the most common errors by basic writers were comma omissions, faulty parallelism, and sentence fragments. The differences in error types might imply an underlying processing problem for learning disabled students and a lack of instruction for the basic writers. Differences in error patterns between the controlled stimulus passage and expository essay were also evident. When producing text in a free writing situation, for example, learning disabled students created fewer meaningless sentences but made more errors with demonstratives and prepositions. (MM)

ED 241 949 CS 208 210
Connors, Robert J.

Mechanical Correctness in Composition Instruction.

Pub Date—Nov 83

Note—46p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (73rd, Denver, CO, November 18-23, 1983).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Diachronic Linguistics, *Educational Change, *Educational History, *Grammar, Higher Education, *Rhetoric, Teaching Methods, Textbook Evaluation, Textbook Preparation, Writing (Composition), Writing Evaluation, *Writing Instruction, *Writing Skills

Only with the beginnings of a structural system of social classes in America—a system based on both wealth and education—did an ethic of gentility and "correctness" arise in American attitudes toward speaking and writing. Rhetorical instruction was forced to move away from the abstract educational ideal of "mental discipline" and toward the immediate instructional goal of simple mechanical correctness. Skill in writing, which had traditionally meant the ability to manipulate a complex hierarchy of content-based, organizational, and stylistic goals, came to mean but one thing—error avoidance. The mechanical grading and evaluation that ensued invited mechanical support systems, usually in the form of systems of rules to which students could be referred. Materials on mechanical correctness bloomed, and in 1907 there appeared a new sort of textbook—the logical culmination of the move toward rule-governed composition—the modern composition handbook. After 1925, handbooks and handbook-rhetorics were in control of college composition classes. Following close behind were drillbooks and workbooks that introduced completely rhetorical practice in error-recognition and sentence construction. Criticism and opposition to this tradition began in the late 1940s, gathered strength during the 1950s and suddenly burst into full flower during the early 1960s. The problem today is striking a balance between traditionalists and rhetoricians. (HOD)

ED 241 950 CS 208 211
Gundlach, Robert A.

How Children Learn to Write: Perspectives on Children's Writing for Educators and Parents.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—82

Contract—NIE-P-79-0169

Note—117p.; Best copy available.

Pub Type—Information Analyses (070)—Guides—Non-Classroom (055)—Guides—Classroom—Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Child Development, Cultural Background, Cultural Differences, Elementary Education, Individual Differences, *Learning Processes, *Parent Participation, Preschool Education, Reading Aloud to Others, Student Developed Materials, *Teacher Role, Writing Exercises, Writing Improvement, *Writing Instruction, *Writing Processes, *Writing Readiness, Writing Research, Writing Skills

Identifiers—Print Awareness

A synthesis of current research, theory, and professional opinion on how children learn to write, this report begins with a brief introduction followed by a discussion of writing readiness that suggests children's eagerness to learn to write. The third chapter examines children's use of writing to extend the functions of speech, drawing, and play, to participate in adult writing activities such as note writing, and to fulfill school assignments; and the fourth

chapter examines how children learn the forms of writing from punctuation and grammar to story structure and conventions for arguing and explaining. The next chapter suggests that children learning to manage the writing process are increasingly able to use writing as a learning process, while the sixth chapter investigates the influence of cultural differences on children's orientation toward language. The seventh chapter states that the teacher's first job is to provide children with intelligently guided writing experiences and the eighth describes two effective student publication projects. The ninth chapter presents a number of ways that parents can help their children become successful writers, the most important being reading aloud to them. The report concludes by urging both educators and researchers to seek out their own justifications for strong writing programs. (MM)

ED 241 951 CS 208 212
Howard, James

Writing to Learn. Second Edition.

Council for Basic Education, Washington, D.C. Spons Agency—Geraldine R. Dodge Foundation, Morristown, N.J.

Pub Date—83

Note—57p.

Available from—Council for Basic Education, 725 15th St., NW, Washington, DC 20005 (\$7.95).

Pub Type—Reports—Descriptive (141)—Guides—Classroom—Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Assignments, *Content Area Writing, Critical Thinking, *Curriculum Development, Elementary Secondary Education, Inservice Teacher Education, Learning Processes, *Learning Strategies, Teacher Effectiveness, *Teacher Workshops, Teaching Methods, *Writing (Composition), Writing Evaluation, Writing Exercises

Stressing that learning to write is learning to think, a series of workshops showed teachers in the content area how to use writing in their classrooms. Following a brief introduction to the program, workshop participants developed eight guidelines for creating effective writing assignments: (1) make all assignments worthwhile, (2) make them clear, (3) create assignments students could realistically accomplish, (4) do the assignments with the students, (5) insist that students write complete sentences and use their own words, (6) determine evaluation criteria, (7) grade rather than correct papers, and (8) share evaluation criteria and evaluations with students. After practice in writing worthwhile questions for students, teachers assigned writing to their classes and then gave workshop presentations explaining the rationale and procedures followed for these assignments. They asked their colleagues to grade three student papers and then defend the actual grades given. Workshop presentations covered writing assignments in biology, ecology, mathematics, French, economics, and social studies, as well as teacher writing for students. Teacher assessment of the workshops was generally positive, noting greater student commitment and motivation. Suggestions for future workshops included grouping teachers according to content areas. (Several examples of student writing samples are included.) (MM)

ED 241 952 CS 208 213
Wade, Barbara

Sexist Language and the Classroom: Exercises and Activities.

Pub Date—[81]

Note—45p.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Class Activities, *English Instruction, Higher Education, High Schools, *Language Attitudes, *Language Usage, Reading Materials, Reading Material Selection, *Sex Bias, *Sex Stereotypes, Teacher Education

Identifiers—Connotations

Observing that educators can have a healthy impact on students by making them aware of the implications of sexist language, its distortions and ambiguity as well as its demeaning and alienating effect on females, this paper presents a number of exercises and activities on sexist and nonsexist language usage both for high school and college English classes and for teacher education classes. Exercises for English classes are divided into several categories: (1) introductory consciousness raising, (2) connotative/denotative language, (3) clarity, (4) audience response, (5) sexist language in literature, and (6) nonsexist usage. The section for teacher

preparation classes starts with consciousness-raising activities that concern both the use of sexist language in academic contexts and the origins and justifications of the generic masculine. Practical application activities that follow include tactics for combating the effects of sexist materials on students and simulation experiences in evaluating books and materials on the basis of their sexist or nonsexist applications. (HTH)

ED 241 953 CS 208 214
Stromberg, Linda Kurth, Ruth J.
Using Word Processing to Teach Revision in Written Composition.

Pub Date—83
Note—11p.; Paper presented at the Annual Meeting of the National Reading Conference (33rd, Austin, TX, November 29-December 3, 1983).
Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, Elementary Secondary Education, Grade 8, Microcomputers, *Revision (Written Composition), Student Attitudes, *Teaching Methods, *Word Processing, Writing Evaluation, *Writing Instruction, Writing Processes, *Writing Research Identifiers—*Outlining

Recently a number of writers and researchers have praised the editing and text moving capabilities of word processing programs, proposing that they can be useful in helping students revise more readily and skillfully. With this premise, 16 eighth grade students participated in a program in which they used a text editor or word processing system to complete written assignments. The system used was "Easy Script" for the Commodore 64 microcomputer. After 2 weeks of practice with the editing functions, the students began simple composition assignments. They also participated in editing groups. Students then brought assignments from other classes to complete using the text editor. After 5 weeks, students filled out a questionnaire concerning their attitudes toward word processing. The responses as well as the observations of the students' behaviors indicated that the students were very positive about their experiences with the word processing system. One of the most obvious benefits of the use of the word processing system was the development of a sharing attitude among students enhanced by the computer lab or center. Probably the most usable word processing system for students is a scholastic program called "Bank Street Writer," although the "Easy Script" proved successful. One instructor asserts that teaching a sophisticated word processing system such as "WordStar" is, in the long run, more beneficial to students than are simpler programs. (HTH)

ED 241 954 CS 208 215
Elias, Richard
Will Computers Liberate the Comp Drudge?

Pub Date—25 Feb 84
Note—10p.; Paper presented at the Spring Conference of the Delaware Valley Writing Council and Villanova University's English Department (Villanova, PA, February 25, 1984).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.
Descriptors—*Cognitive Processes, *Computer Assisted Instruction, Computers, Courseware, Educational Innovation, Higher Education, Revision (Written Composition), *Teacher Attitudes, Word Processing, Writing Exercises, *Writing Improvement, *Writing Instruction, *Writing Processes Identifiers—Invention (Rhetorical)

The computer can improve writing instruction only if it is integrated into a systematic pedagogy that distinguishes between writing behavior and higher order cognitive skills. Underlying the present concern with the writing process is the behaviorist assumption that promoting a certain writing behavior can provoke thought. Unfortunately, while computers can change writing behavior—causing students to revise more, for example—they cannot change student writing. Teachers may contribute to problems with using computers or word processors in writing when they quickly criticize technical problems or are unable to adjust their teaching to technical innovations. Educators need to set limits on how useful they want computers to become in instruction. Invention, for example, should be left to pencil and paper both because most computer programs are only mimicking classroom pedagogy and

because computerized invention programs do not allow for serendipity. If the computer is left to help with more mechanical writing problems, instructors will be freed to help students develop higher level cognitive skills. (MM)

ED 241 955 CS 208 216
R&D Speaks: Oral & Written Communication.
Southwest Educational Development Lab., Austin, Tex.

Spons Agency—National Inst. of Education (ED), Washington, DC
Pub Date—Dec 80
Contract—400-80-0107

Note—91p.; Proceedings of a conference (Austin, TX, November 13-14, 1980).

Pub Type—Collected Works—Proceedings (021)—Guides—Classroom—Teacher (052)—Information Analyses (070)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Annotated Bibliographies, Cognitive Development, *Cognitive Processes, Communication Research, Communication Skills, Dialects, Elementary Secondary Education, Higher Education, Language Skills, Language Usage, *Learning Strategies, *Oral Language, Speech Communication, *Speech Instruction, Standard Spoken Usage, Teaching Methods, *Writing Instruction, Writing Processes, Writing Research, *Written Language

Identifiers—*Theory Practice Relationship
The proceedings of a conference designed to give researchers and educators the opportunity to discuss issues affecting public education, this report opens with a description of the Research and Development Exchange Coordinating Group's initial efforts to address teacher concerns in oral and written communication instruction. It then lists questions on oral and written communication gathered both through interviews with 22 teachers at all educational levels and through a survey of 38 bilingual teachers. The report presents Judith Lindfors' talk on "Oral Language Acquisition," which focuses on five research themes: (1) the child as active learner, (2) the relationship between language and cognitive growth, (3) the relationship between the child's and the mother's language orientation, (4) the influence of a responsive environment on learning, and (5) the impact of an environment focusing on meaning. It then reproduces Anthony Petrosky's talk on composition and composition instruction, which briefly covers the process of writing, and presents "Language Diversity," by Walt Wolfram, on teaching standard English. The report concludes with a general bibliography and copies of ERIC materials pertaining to oral and written communication. (MM)

ED 241 956 CS 208 217
Dawe, Alan And Others
Assessing English Skills: Writing. A Resource Book for Adult Basic Education.

British Columbia Dept. of Education, Victoria. Div. of Continuing Education.

Report No.—ISBN-0-7726-0039-2
Pub Date—84

Note—89p.
Available from—Publication Services Branch, Ministry of Education, 878 Viewfield Rd., Victoria, British Columbia V9A 4V1 (\$2.00 plus 10% shipping and handling).

Pub Type—Guides—Classroom—Teacher (052)—Books (010)

EDRS Price—MF01/PC04 Plus Postage.
Descriptors—*Adult Basic Education, Educational Assessment, Elementary Secondary Education, English Instruction, Evaluation Criteria, *Evaluation Methods, Grading, Program Evaluation, Tests, *Writing Evaluation, *Writing Instruction, *Writing Processes, *Writing Skills

This resource book contains 10 articles on specific aspects of writing assessment. Article one addresses several key issues, among them (1) whether writing should be taught from a traditional analytic approach or from the "writing-as-a-process" perspective, (2) whether writing ability can be judged indirectly or only by actual performance, and (3) what the options are for grading or scoring compositions. Article two provides information on the General Educational Development (GED) Writing Skills Test, the English Placement Test, the British Columbia Assessment of Written Expression, and a Writing Evaluation Folio. Article three contains suggestions for developing writing tasks and evaluating writing samples while Article four presents a case study of a student essay and a discussion of six

different strategies for marking it. Article five takes up the practical aspects of using informal checklists to assess and improve the writing process, and Article six focuses on the more formal aspects of an external standard, as evidenced in the English Placement Test. Article seven discusses teaching and testing spelling while Article eight suggests ways to help the above-average student writer. Article nine offers some concluding observations on the problem of deciding and reporting whether a student has passed writing, and Article ten provides an opportunity for instructors to examine their writing program as a whole, in terms of the writing process approach. (Author/HOD)

ED 241 957 CS 208 219
McLeod, Alan M. Ed.
Evaluation and Oral Communication.
Virginia Association of Teachers of English.

Pub Date—84

Note—50p.; The Virginia Association of Teachers of English is an affiliate of the National Council of Teachers of English.

Journal Cit—Virginia English Bulletin; v34 n1 Spr 1984

Pub Type—Collected Works—Serials (022)—Reports—Descriptive (141)—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Class Activities, *Classroom Communication, Elementary Secondary Education, Evaluation, *Evaluation Methods, Holistic Evaluation, Language Arts, *Oral Language, Self Evaluation (Individuals), *Speech Communication, Student Research, Teaching Methods, Visual Literacy, *Writing Evaluation, Writing Instruction, Writing Processes, *Writing Skills

Articles in this journal issue focus primarily on evaluation in the language arts and oral communication. Following an introduction to the two themes, the articles discuss the following: (1) pop quizzes in literature, (2) holistic scoring, (3) self-evaluation strategies in prewriting and rewriting, (4) what not to do in student/teacher conferences, (5) owning writing, (6) the Virginia Standards of Learning Program for Language Arts assessment procedures, (7) oral communication in the classroom, (8) oral communication and perceived communication, (9) researched speeches, and (10) visual literacy. (HTH)

ED 241 958 CS 208 221
Lipp, Ellen

Bridging the Culture Gap: The First Phase of Training Writing Lab Tutors to Work with ESL Students.

Pub Date—Oct 83

Note—13p.; Paper presented at the Midwest Writing Centers Conference (Iowa City, IA, October 21-22, 1983).

Pub Type—Guides—Classroom—Teacher (052)—Speeches/Meeting Papers (150)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cultural Awareness, *Cultural Differences, *English (Second Language), Ethnocentrism, Higher Education, *Inservice Teacher Education, Second Language Instruction, Student Needs, Student Teacher Relationship, Teacher Effectiveness, *Tutoring, *Writing Instruction Identifiers—*Tutor Training, *Writing Laboratories

Inservice training programs on the needs of English as a second language (ESL) students may help writing lab staffs work more effectively. The training program could be a series of sessions devoted to six areas of concern: bridging the culture gap; profiling students' strengths and weaknesses; identifying error patterns on which to work in the writing lab; presenting the materials that will be used in the tutorials; describing two sequences of activities, one for remediating and another for teaching certain features of grammar or writing; and "putting it all together" in tutorial sessions. The session on cultural differences should focus on ethnocentrism, the use of personal space, sex roles, the roles of tutors and teachers, and the uniqueness of each ESL student. It is important not only that the lab staff respect foreign students' customs, but also that foreign students learn to respect and cope with some of ours. For example, ESL students need to know that teaching methodologies vary from culture to culture. Since students' reactions to touching vary depending on their culture, tutors should learn to avoid it unless they know it is culturally acceptable. Tutors should also be aware of both students' motivations for studying in the United States and how

they are adapting to U.S. culture. Adjustment problems may result in a lack of concentration, poor attendance, or tardiness. Through empathy and respect for cultural variation, tutors can achieve a better learning environment. (Attached is an overview of the session on cultural differences.) (HOD)

ED 241 959 CS 208 222
Mellor, Kathleen Lukens Broadhead, Glenn J.
Generative Rhetoric in ESL Composition Classes.
Pub Date—[82]
Note—14p.

Pub Type— Reports - Evaluative (142)
EDRS Price— MF01/PC01 Plus Postage.
Descriptors— College Second Language Programs, *English (Second Language), *Generative Grammar, Higher Education, Program Effectiveness, Punctuation, Second Language Instruction, Sentence Combining, *Sentence Structure, *Writing Improvement, *Writing Instruction, *Writing Skills

A Francis Christensen-oriented, "generative rhetoric" 12-step approach to sentence skills was used in two English-as-a-second-language composition courses at Wichita (Kansas) State University in 1980. The classes consisted of approximately 50% Middle Eastern students, 35% Southeast Asian students, and 15% African and South American students. Two instruments were used to measure the effect of this instruction. The first was a pair of narrative sentence-combining tasks: "The Chicken," developed by W. Kellogg Hunt (pretest), and "The Nightingale," developed by G. L. Broadhead and J. L. Berlin (posttest). In both tasks, students were presented with strings of short sentences in basic sentence patterns and were asked to rewrite the passages in a better way. The second measure was a 90-item test—the Diagnosis of Syntax and Punctuation Awareness. Each item on this test consisted of a sentence with a slash mark in it; students were to decide what punctuation would be appropriate where the slash mark appeared. Results showed student improvements in words per t-unit, t-unit standard deviation, free modifiers as a percent of all structures, free modifier words as a percent of all words, variety of structural types, punctuation accuracy, and punctuation test score. (HOD)

ED 241 960 CS 208 224
Incentives for Excellence: What School Board Members Can Do to Encourage Excellence in Their English Language Arts Programs.
National Council of Teachers of English, Urbana, Ill.
Pub Date—[84]
Note—6p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Free; a copy is available only if a stamped, self-addressed envelope is included with request).
Pub Type— Guides - Non-Classroom (055)
EDRS Price— MF01/PC01 Plus Postage.
Descriptors— Boards of Education, Communication Skills, Educational Change, *Educational Improvement, Educational Objectives, *Educational Principles, *Educational Quality, Elementary Secondary Education, *English Instruction, *Language Arts, Motivation Techniques
Identifiers— *Excellence in Education

Acknowledging major reform reports that name reading, writing, speaking, and listening as the most essential skills in the work of any school, this brochure discusses important first steps for school boards pursuing excellence in the language arts. These concrete suggestions are grouped under five broad directives: (1) declare that the highly skilled use of English is a priority in the district, (2) find ways to reduce composition class size, (3) establish a climate and provide the means for professional development of English language arts teachers, (4) provide services and facilities that support the teaching of the English language arts, and (5) recognize achievements of students and teachers. (HTH)

ED 241 961 CS 208 315
Multicultural, Nonsexist Teaching Strategies: Creative Writing (K-6).
Area Education Agency 7, Cedar Falls, IA.
Pub Date—[80]

Note—45p. For related documents, see CS 208 316-321. The poem on page 22 of the original document is copyrighted and has not been reproduced here.

Pub Type— Guides - Classroom - Teacher (052)
EDRS Price— MF01/PC02 Plus Postage.
Descriptors— *Class Activities, *Creative Writing,

Cultural Awareness, Elementary Education, Ethnic Stereotypes, *Language Arts, Learning Activities, *Multicultural Education, *Sex Fairness, Sex Role, Sex Stereotypes, Teacher Developed Materials, Teaching Guides, *Writing Instruction
Identifiers— PF Project

One of seven multicultural, nonsexist activity guides related to language arts, this guide offers a variety of teacher-developed activities for instruction in creative writing. The activities, which are presented in ascending order of grade level from kindergarten through sixth grade, are designed to develop creative writing skills while exploring themes related to multicultural awareness, ethnic stereotypes, sex roles, and sex stereotypes. Listed for each activity are: skill area (usually creative writing), grade level, group size, time allotment, objective/purpose, materials needed, description of activity, directions, and evaluation. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

ED 241 962 CS 208 316
Multicultural, Nonsexist Teaching Strategies: Grammar (K-6).
Area Education Agency 7, Cedar Falls, IA.
Pub Date—[80]

Note—35p. For related documents, see CS 208 315-321. The poem on page 56 of the original document is copyrighted and has not been reproduced here.

Pub Type— Guides - Classroom - Teacher (052)
EDRS Price— MF01/PC03 Plus Postage.
Descriptors— *Class Activities, Cultural Awareness, Elementary Education, Ethnic Stereotypes, *Grammar, *Language Arts, Learning Activities, *Multicultural Education, *Sex Fairness, Sex Role, Sex Stereotypes, Teacher Developed Materials, Teaching Guides
Identifiers— PF Project

One of seven multicultural, nonsexist activity guides related to language arts, this guide offers a variety of teacher-developed activities for instruction in grammar. The activities, which are presented in ascending order of grade level from kindergarten through sixth grade, are designed to develop grammar skills while exploring themes related to multicultural awareness, ethnic stereotypes, sex roles, and sex stereotypes. Listed for each activity are: skill area (usually grammar), grade level, group size, time allotment, objective/purpose, materials needed, description of activity, directions, and evaluation. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

ED 241 963 CS 208 317
Multicultural, Nonsexist Teaching Strategies: Listening Skills (K-6).
Area Education Agency 7, Cedar Falls, IA.
Pub Date—[80]

Note—56p. For related documents, see CS 208 315-321.

Pub Type— Guides - Classroom - Teacher (052)
EDRS Price— MF01/PC03 Plus Postage.
Descriptors— *Class Activities, Cultural Awareness, Elementary Education, Ethnic Stereotypes, *Language Arts, Learning Activities, *Listening Skills, *Multicultural Education, *Sex Fairness, Sex Role, Sex Stereotypes, Teacher Developed Materials, Teaching Guides
Identifiers— PF Project

One of seven multicultural, nonsexist activity guides related to language arts, this guide offers a variety of teacher-developed activities for instruction in listening skills. The activities, which are presented in ascending order of grade level from kindergarten through sixth grade, are designed to develop listening skills while exploring themes related to multicultural awareness, ethnic stereotypes, sex roles, and sex stereotypes. Listed for each activity are: skill area (usually listening skills), grade level, group size, time allotment, objective/purpose, materials needed, description of activity, directions, and evaluation. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

ED 241 964 CS 208 318
Multicultural, Nonsexist Teaching Strategies: Language Arts (K-6).
Area Education Agency 7, Cedar Falls, IA.
Pub Date—[80]

Note—63p. For related documents, see CS 208 315-321. Poems on pages 145, 147, 152, 154,

157-158, 161, 178, 181, 183, 197-198, and 201 of the original document are copyrighted and have not been reproduced here.

Pub Type— Guides - Classroom - Teacher (052)
EDRS Price— MF01/PC03 Plus Postage.
Descriptors— *Class Activities, Cultural Awareness, Elementary Education, Ethnic Stereotypes, *Language Arts, Learning Activities, *Literature, *Multicultural Education, *Poetry, *Sex Fairness, Sex Role, Sex Stereotypes, Teacher Developed Materials, Teaching Guides
Identifiers— PF Project

One of seven multicultural, nonsexist activity guides related to language arts, this guide offers a variety of teacher-developed activities for instruction in literature and poetry. The activities, which are presented in ascending order of grade level from kindergarten through sixth grade, are designed to develop an understanding of literature and poetry while exploring themes related to multicultural awareness, ethnic stereotypes, sex roles, and sex stereotypes. Listed for each activity are: skill area (usually literature or poetry), grade level, group size, time allotment, objective/purpose, materials needed, description of activity, directions, and evaluation. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

ED 241 965 CS 208 319
Multicultural, Nonsexist Teaching Strategies: Oral Language (K-6).
Area Education Agency 7, Cedar Falls, IA.
Pub Date—[80]

Note—61p. For related documents, see CS 315-321. The poems on pages 205, 209, 212, 221, and 227 of the original document are copyrighted and have not been reproduced here.

Pub Type— Guides - Classroom - Teacher (052)
EDRS Price— MF01/PC03 Plus Postage.
Descriptors— *Class Activities, Cultural Awareness, Elementary Education, Ethnic Stereotypes, *Language Arts, Learning Activities, *Multicultural Education, *Oral Language, *Sex Fairness, Sex Role, Sex Stereotypes, *Speech Communication, Teacher Developed Materials, Teaching Guides
Identifiers— PF Project

One of seven multicultural, nonsexist activity guides related to language arts, this guide offers a variety of teacher-developed activities for instruction in oral language and oral expression. The activities, which are presented in ascending order of grade level from kindergarten through sixth grade, are designed to develop oral language skills and oral expression skills while exploring themes related to multicultural awareness, ethnic stereotypes, sex roles, and sex stereotypes. Listed for each activity are: skill area (usually oral language or oral expression), grade level, group size, time allotment, objective/purpose, materials needed, description of activity, directions, and evaluation. Several of the activities also include follow-up suggestions. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

ED 241 966 CS 208 320
Multicultural, Nonsexist Teaching Strategies: Punctuation & Capitalization (K-6).
Area Education Agency 7, Cedar Falls, IA.
Pub Date—[80]

Note—77p. For related documents, see CS 208 315-321. The poem on page 262 of the original document is copyrighted and has not been reproduced here.

Pub Type— Guides - Classroom - Teacher (052)
EDRS Price— MF01/PC04 Plus Postage.
Descriptors— *Capitalization (Alphabetic), *Class Activities, Cultural Awareness, Elementary Education, Ethnic Stereotypes, *Language Arts, Learning Activities, *Multicultural Education, *Punctuation, *Sex Fairness, Sex Role, Sex Stereotypes, Teacher Developed Materials, Teaching Guides
Identifiers— PF Project

One of seven multicultural, nonsexist activity guides related to language arts, this guide offers a variety of teacher-developed activities for instruction in punctuation and capitalization. The activities, which are presented in ascending order of grade level from first grade through sixth grade, are designed to develop understanding in punctuation and capitalization while exploring themes related to multicultural awareness, ethnic stereotypes, sex roles, and sex stereotypes. Listed for each activity

are: skill area (usually punctuation and/or capitalization), grade level, group size, time allotment, objective/purpose, materials needed, description of activity, directions, and evaluation. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

ED 241 967 CS 208 321

Multicultural, Nonsexist Teaching Strategies: Reference (K-6).

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—62p.; For related documents, see CS 208 315-320.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Class Activities, Cultural Awareness, Elementary Education, Ethnic Stereotypes, Intermediate Grades, *Language Arts, Learning Activities, *Multicultural Education, *Reference Materials, *Research Skills, *Sex Fairness, Sex Role, Sex Stereotypes, Teacher Developed Materials, Teaching Guides

Identifiers—PF Project

One of seven multicultural, nonsexist activity guides related to language arts, this guide offers a variety of teacher-developed activities for instruction in the use of reference materials. The activities, which are presented in ascending order of grade level from third grade through sixth grade, are designed to develop reference skills and research skills while exploring themes related to multicultural awareness, ethnic stereotypes, sex roles, and sex stereotypes. Listed for each activity are: skill area (usually reference skills or research skills), grade level, group size, time allotment, objective/purpose, materials needed, description of activity, directions, and evaluation. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

ED 241 968 CS 504 225

Theatre Arts for the Handicapped.

Virginia State Dept. of Education, Richmond.

Pub Date—Jun 83

Note—87p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Acting, *Audiences, Creative Activities, Creative Development, *Creative Dramatics, *Disabilities, Elementary Secondary Education, Individual Development, Learning Activities, Pantomime, Production Techniques, Special Education, *Theater Arts

Identifiers—Improvisation, PF Project

This three-part guide contains suggestions for theater arts experiences for handicapped students. Part one discusses the rationale, purpose, and scope of this guide as well as four values of theater arts for the handicapped. Part two contains instructions for creative drama activities. Following a page of tips for the teacher, 18 activities using boxes and bags are given along with improvisational activities with masks. Activities for making a drama, drawing a sequential story, and a short, sample script are included. Part three discusses the benefits of formal theater experiences for the handicapped and suggests ways to prepare students to be audience members. A discussion of the handicapped person as a public performer includes selecting the right script, the production process, rehearsal, and follow-up discussion. Nine appendices include: important considerations about arts education and the handicapped; legislation for the handicapped; legal definition of handicapping conditions; abbreviations of terms for handicapping conditions; agencies and organizations serving the handicapped in Virginia; sources of information, materials, and assistance outside Virginia; sources and information about funding for the arts; accessibility of some Virginia theaters; and publishers of plays and materials for children and youth. A bibliography of books, articles, journals, films, and media conclude this guide. (EM)

ED 241 969 CS 504 544

Amram, Fred M.

Designing a Social Environment for Human-Robot Cooperation.

Pub Date—Mar 84

Note—10p.; Paper presented at the Annual Meeting of the Eastern Communication Association (75th, Philadelphia, PA, March 8-11, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computers, Cooperation, Employer Employee Relationship, Human Factors Engineering, *Job Satisfaction, *Job Skills, *Man Machine Systems, *Organizational Climate, *Organizational Communication, *Robotics, Speech Communication, *Technological Advancement

Noting that work is partly a social activity, and that workers' psychological and emotional needs influence their productivity, this paper explores avenues for improving human-robot cooperation and for enhancing worker satisfaction in the environment of flexible automation. The first section of the paper offers a brief overview of the worker-machine relationship, discussing several assumptions that have led to inaccurate research conclusions and poor communication between author and reader. The major section of the paper addresses the critical impact of flexible automation on human workers and on organizations, specifically the areas of (1) worker isolation from other humans; (2) worker communication relationships with robots; (3) worker stress; (4) supervision, control, and information transmission in the computer controlled factory; and (5) human self-esteem vis-a-vis computer controlled robots. (FL)

ED 241 970 CS 504 551

Berube, David M.

Non-Policy Debating and Affirmative Case Formats.

Pub Date—Feb 84

Note—20p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Seattle, WA, February 18-21, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Competition, Critical Thinking, *Debate, Higher Education, Models, Persuasive Discourse, Public Speaking, *Speech Communication, *Speech Instruction

Identifiers—*Debate Formats

In nonpolicy debate, the affirmative speakers must demonstrate the probable truth of a resolution. Successful formats for affirmative cases include (1) generic analysis, (2) example analysis, (3) R. J. Matton's definitive/designative format, (4) J. Chesbro's criteria approach, and (5) "should" resolution affirmatives. In generic analysis, an approach preferred when topics are worded in the superlative, the affirmative argues that the hierarchical relationship implied by the resolution is desirable, while with example analysis, the affirmative proves the resolution probably true through representative examples of the resolution. Debaters using the Mattonian definitive/designative format establish criteria against which values are tested and then argue that their resolution satisfies those criteria. With the Chesbro's criteria approach, the affirmative presents a set of values that, while not operating within the present system, embody the theoretical requirements of the resolution. Debaters then set forth mandates to implement the specified values. In "should" resolution affirmatives, debaters define the resolution clearly and argue it or a subset of it to prove the resolution true. Successful debaters do not rely on a single format but are familiar with all. (MM)

ED 241 971 CS 504 553

Staley, Constance C. Shockley-Zalabak, Pamela S.

Identifying Communication Competencies for the Undergraduate Organizational Communication Series.

Pub Date—Feb 84

Note—24p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Seattle, WA, February 18-21, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business Skills, Cognitive Style, Communication Skills, Course Content, *Educational Philosophy, *Education Work Relationship, Learning Strategies, Program Development, Program Effectiveness, Skill Development, *Speech Communication, *Speech Curriculum, Speech Instruction

Identifiers—University of Colorado Colorado Springs

The undergraduate organizational communication series at the University of Colorado at Colorado Springs has been designed to develop competency through knowledge, skills, sensitivity, and values. The four courses in the series—Introduction to Orga-

nizational Communication, Business and Professional Communication, Advanced Organizational Communication, and Communication Internship—permit appropriate repetition and reinforcement, and through cooperative efforts among faculty members, allow instructors to make specific decisions about the balance and type of learning experiences that will most benefit students. The decisions made about the knowledge to be presented and the skills to be developed are obvious attempts to influence the cognitive and psychomotor domains. Less obvious, but equally important, are the attempts to develop sensitivity and ethical perspectives to positively influence the affective domain. The series is based on the assumption that the educational influence in the cognitive, psychomotor, and affective domains contributes to communication competency and to increased behavioral choices—the application of learning—in the organizational setting. (FL)

ED 241 972 CS 504 555

Bartram, Robert N., Ed. Westley, Bruce H., Ed.

Communication Yearbook 7. Annual Report.

International Communication Association.

Report No.—ISBN 0-8039-2000-8

Pub Date—83

Note—927p.

Available from—Sage Publications, 275 South Beverly Dr., Beverly Hills, CA 90212 (\$45.00).

Pub Type—Books (010) — Information Analyses (070) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), *Communication Research, Cultural Awareness, Foreign Countries, Information Dissemination, *Information Systems, *Intercultural Communication, Interpersonal Communication, Literature Reviews, Mass Media, *Organizational Communication, Physician Patient Relationship, Politics, *Speech Communication, Speech Curriculum, Speech Instruction, Speech Skills

The seventh in a series providing yearly reviews and syntheses of developments in the field of communication, this volume contains disciplinary reviews and commentaries on topics of general interest to scholars and researchers and discussions of current research in a variety of areas. The 40 articles in the volume are arranged according to the following categories: (1) communication reviews and commentaries, (2) information systems, (3) interpersonal communication, (4) mass communication, (5) organizational communication, (6) intercultural and international communication, (7) political communication, (8) instructional communication, (9) health communication, (10) human communication technology, and (11) the philosophy of communication. In addition, the volume contains author and subject indexes and notes about each contributor. (FL)

ED 241 973 CS 504 556

Studdert-Kennedy, Michael, Ed. O'Brien, Nancy, Ed.

Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, October 1-December 31, 1983.

Haskins Labs, New Haven, Conn.

Spons Agency—National Institutes of Health (DHHS), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Naval Research, Washington, D.C.

Report No.—SR-76(1983)

Pub Date—83

Contract—NICHHD-N01-HD-1-2420; ONR-N00014-83-C-0083

Grant—NICHHD-HD-01994; NICHHD-HD-16591

Note—251p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Articulation (Speech), *Auditory Perception, *Communication Research, Consonants, Elementary Education, Language Usage, Linguistic Theory, *Measurement Techniques, Memory, Music, Phonetics, Semantics, Speech Instruction, *Speech Skills, *Vowels

One of a regular series on the status and progress of studies on the nature of speech, instrumentation for its investigation, and practical research applications, this report consists of 14 papers. Topics covered in the papers are (1) skilled actions, (2) the control of fundamental frequency declination, (3) selective effects of masking on speech and non-

speech in the duplex perception paradigm, (4) the perception of vowels in consonantal context and in isolation, (5) the relation between children's perceptions of articulation and perceptual adjustment of coarticulatory effects, (6) trading relations among acoustic cues in speech perception, (7) the role of release bursts in the perception of (s) stop clusters, (8) changes in spoken Welsh, (9) single format contrast in vowel identification, (10) integration of melody and text in memory for songs, (11) the equation of information and meaning from the perspectives of situation semantics and J. J. Gibson's ecological realism, (12) the equating of information with symbol strings, (13) perception and action, and (14) mapping speech. (FL)

ED 241 974 CS 504 557

Taylor, Anita

Communication Education: The Next 75 Years.

Pub Date—9 Mar 84

Note—23p; Paper presented at the Annual Meeting of the Eastern Communication Association (75th, Philadelphia, PA, March 8-11, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Business Communication, *Change, Change Agents, *Communication Skills, Educational Trends, *Futures (of Society), Mass Media, *Speech Communication, Technological Advancement

Identifiers—Toffler (Alvin)

Basic similarities in the communication industry of 75 years ago and that of today suggest that what will not change in communication in the next 75 years. Future thinkers such as J. Naisbitt and A. Toffler, however, believe that major economic and technological changes will place a high priority on effective communication. Information, Toffler suggests, will be the basic raw material and will have a significant impact on education, scientific research, and the communication media. In addition to anticipating important changes in the corporate structure, a re-emergence of the family, and a shift away from the protestant work ethic, Toffler expects new developments in the American personality: ability to adapt to changed circumstances, awareness of how jobs interact, and sensitivity to fellow workers. T. Peters's and R. Waterman's characterization of superior companies in their book, "In Search of Excellence," points out the centrality of the spoken word. In the future, effective communication will become not simply a survival skill, but a frontier creating skill. Two factors influencing education in the next 75 years are the decay of the infrastructure, requiring massive reinvestment and limiting funds for higher education, and the Northeast's gradual reassertion of intellectual and financial leadership in the United States. (Demographic data indicating important population trends are appended.) (MM)

ED 241 975 CS 504 558

Berryman-Fink, Cynthia Wheelless, Virginia Eman
Effects of Attitudes toward Women and Women in Management on Perceived Communication Competencies of Women Managers.

Pub Date—19 Feb 84

Note—27p; Paper presented at the Annual Meeting of the Western Speech Communication Association (Seattle, WA, February 18-21, 1984).

Pub Type—Reports—Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Administrator Evaluation, Administrators, Business Skills, *Communication Research, *Communication Skills, *Employed Women, *Employee Attitudes, Females, Males, *Managerial Occupations, Occupational Surveys, *Organizational Communication

A study examined the relationship among attitudes toward women in general, attitudes toward women as managers, and perceptions of the communication competencies of women managers. Subjects, 178 employees from various types of organizations, completed the Positive Regard Scale (PRS), the Women as Managers Scale (WAMS), and the Communication Competencies of Women Managers Scale (CCWMS). Principal component factor analysis revealed that attitudes toward women in general, attitudes toward women as managers, and perceptions of communication competencies of women were interrelated but separate factors. A significant gender effect was found on the WAMS and CCWMS, with female subjects reporting more positive attitudes toward women as managers as well as a greater perception of

communication competence of women managers. Subjects who had worked for or with women managers indicated a more positive attitude toward women as managers than did those who had not. (Extensive tables of data are appended.) (FL)

ED 241 976 CS 504 559

Bruner, Michael S.

Beyond the Fear of Relativism: A Reply to Crossman and Chervitz.

Pub Date—11 Nov 83

Note—18p; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Communication Research, Persuasive Discourse, Research Methodology, *Rhetoric, Rhetorical Criticism, *Theories

Identifiers—Chervitz (Richard A), Crossman (Earl), *Relativism

A reply to "Beyond Rhetorical Relativism," a 1982 article written by E. Crossman and R. A. Chervitz, this paper suggests that that article suffers from a poor choice and unclear usage of language, a weak line of argument, and a faulty conceptualization of the issues. The first section of the paper reviews the arguments presented by Crossman and Chervitz, while the second examines the process by which they developed those arguments. The third section explores the three major examples they employ to support their theses, and the final section offers suggestions on directions open to rhetoricians and communication scholars once they overcome their fear of relativism. (FL)

ED 241 977 CS 504 560

Engleberg, Isa N.

Speech Communication in the General Education Curriculum.

Pub Date—Mar 84

Note—14p; Paper presented at the Annual Meeting of the Eastern Communication Association (75th, Philadelphia, PA, March 8-11, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Guides—Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—College Faculty, Community Colleges, *Curriculum Development, Faculty Organizations, *General Education, Higher Education, Program Development, *Speech Communication, *Speech Curriculum, *Speech Instruction, *Teacher Role

There are several recommended strategies for speech communication departments to help ensure their central role in the developing general education programs at community colleges. Although based on the experiences of one community college, the suggestions are generic in nature and can apply to many different college circumstances. Department members should (1) join the general education committee or task force, (2) collect evidence for arguments favoring speech in the general education curriculum, (3) seek interdisciplinary support and cooperation, (4) defend legitimate viewpoints in other disciplines, (5) volunteer the speech department for pilot testing of courses, and (6) involve the entire college faculty in the general education development process. A commitment to these strategies can keep the process a college-centered effort rather than a politically motivated or interdepartmental battleground. It will also ensure the place of speech communication as part of the "core that holds." (HTH)

ED 241 978 CS 504 561

Watson, Mary Ann

Children's Programming: An Industry Peace Offering to the New Frontier.

Pub Date—Apr 83

Note—14p; Paper presented at the combined Annual Meeting of the Popular Culture Association and the American Culture Association (Wichita, KS, April 23-26, 1983).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Advertising, *Broadcast Industry, *Change Agents, *Childrens Television, Commercial Television, Economic Factors, Government Role, *Mass Media Effects, *Programming (Broadcast), Television

Identifiers—*Federal Communications Commission, Media Role, *Minow (Newton)

Appointed chairman of the Federal Communications Commission (FCC) by President Kennedy in 1960, Newton Minow disturbed the traditionally comfortable relationship between the commission and the broadcast industry. In his first major speech, he outraged industry officials by attacking television programming as "a vast wasteland" and indicated that he would support legislation for FCC supervision of the networks. When he later spoke of the industry's responsibility to children, a major broadcasting group quickly announced a plan to increase high quality children's programming. The three major networks were unable to reach an agreement, however, over Minow's plan to share the commercial disadvantages of high quality children's programming by rotating a program among the networks. In the fall of 1962, all three networks aired quality children's shows but were unable to attract commercial advertising. By the end of 1963, the absence of John Kennedy and Newton Minow lifted network fears of government regulation and the commitment to high quality but unprofitable children's shows died. (MM)

ED 241 979 CS 504 562

Frank, Allan D.

Human Resource Professionals' Report on Communication Practices in Their Organizations.

Pub Date—Mar 84

Note—28p; Paper presented at the Annual Meeting of the Eastern Communication Association (75th, Philadelphia, PA, March 8-11, 1984).

Pub Type—Reports—Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Business Communication, *Change, *Communication Research, *Communication Skills, Education Work Relationship, *Employee Relationship, Inservice Education, *Interpersonal Communication, *Organizational Communication

Identifiers—*Human Resources Professionals
One hundred fifty human resource professionals responded to survey questions on communication effectiveness within their business organizations. Their responses on formal and informal communication patterns, communicating change, small group communication, and superior-subordinate communication were supplemented by interviews with 58 professionals. Findings included the following: (1) respondents perceived upward communication as least effective, reflecting, perhaps, current interest in participatory management and decentralization; (2) they saw downward and horizontal communication as the dominant forms of formal communication; (3) 91% reported a great degree of change in their organizations, ranging from mergers to the relocation of employees; (4) 59% rated communication information about changes as somewhat or very effective; (5) 74% rated communication in small group settings as either somewhat or very effective; and (6) 32.7% found superior-subordinate communication somewhat ineffective while 51.3% found it somewhat effective. With few exceptions, no clear differences appeared in the responses of professionals who did or did not conduct inservice communication training programs. Communication training programs could help business organizations in their shift to horizontal communication patterns. (Tables quantifying questionnaire results are appended.) (MM)

ED 241 980 CS 504 563

Williamson, Juanita V. Thompson, C. Lamar
Little Known Facts about Yesterday's Impact on Today's Speech.

Pub Date—Feb 84

Note—16p; Paper presented at the Southeastern Conference on English in the Two-Year College (19th, Arlington, VA, February 16-18, 1984).

Pub Type—Opinion Papers (120) — Reports—Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Black Dialects, Black History, *Cultural Influences, *Diachronic Linguistics, *Dialect Studies, Ethnology, *Language Patterns, Language Usage, *Language Variation, Social Influences, Speech Communication, Speech Habits

Two major theories trace the origins of black English to African influence or British Isles influence. According to the African origin theory, black English was created through pidginization, creolization, and decreolization as Africans came into contact with Europeans through the slave trade. The second theory holds that most black English characteristics resulted from slaves' close and con-

sistent contact with white overseers and plantation owners of British origin, who undoubtedly used these features in their speech as did their forebears. The black English canon includes some fifty features. For example, such as the omission of the "s" inflection in the present tense or the nonstandard use of the verb "be," identical usage can be found among white colonists of the same or earlier time period, who came predominantly from south and southwest England. Those who hold to the theory of African influence on black speech are forced to construct a long, complex model to account for the current state of black speech. The theory of British Isles influence, on the other hand, is not only neater and more compact, but appears to be more consistent with existing data. (HOD)

ED 241 981 CS 504 564

Rose, Nancy Olt. Wiper, Kathie Tippens
Communication, Coordination, Cooperation.
Pub Date—Feb 84

Note—9p; Paper presented at the Annual Meeting of the Western Speech Communication Association (Seattle, WA, February 18-21, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College School Cooperation, *Educational Needs, Higher Education, *Listening Skills, Methods Courses, Minimum Competencies, Preservice Teacher Education, Program Development, Secondary Education, *Speech Communication, *Speech Skills, Teacher Certification, *Teacher Role

Speech communication teachers at both secondary and postsecondary school levels must cooperate to improve oral communication education. Despite the importance of oral communication skills, speech courses are rarely required in high school. Teachers must tell school boards, higher education boards, and faculties of the importance of speaking and listening skills and the need for minimum standards in oral communication. In addition to providing leadership in promoting oral communication standards, college and university teachers can help persuade state certification agencies to set adequate requirements for oral communication teachers and can work at strengthening their teacher preparation programs. Students need more observation and practice experience before student teaching and more performance oriented speech classes as part of certification requirements. Teachers of methods courses should have significant secondary school teaching experience and secondary school students taking summer debate workshops should be taught solid argumentation and debate theory. Finally, members of higher education faculties should try to reach a wider audience by publishing articles in general rather than professional periodicals. (MM)

ED 241 982 CS 504 567

Book, Cassandra L.

The Need for Definition, Development, and Evaluation of Speech Communication Programs.
Pub Date—19 Feb 84

Note—18p; Paper presented at the Annual Meeting of the Western Speech Communication Association (Seattle, WA, February 18-21, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, *College School Cooperation, Cooperative Programs, *Curriculum Development, Higher Education, Listening Skills, Preservice Teacher Education, Secondary Education, *Speech Communication, *Speech Curriculum, Speech Instruction, Speech Skills, Teacher Role

To improve speech communication education at the secondary school level, high school and college teachers must focus attention on speaking and listening content and on research having direct applications to speech instruction. Three approaches to curriculum planning have weakened secondary school level speech programs: the popularization of minicourses to the detriment of a basic skills foundation; the tendency among new instructors to present what they learned in college, with little attention to student needs; and teacher determination of the curriculum without objective criteria. To improve the secondary school speech curriculum, high school and college instructors must collaborate. Methods of building this collaboration include establishing partnerships between college speech departments and local high school programs that focus on student needs, the application of research to

those needs, and the improvement of instruction. In addition to giving preservice speech and language arts teachers the confidence and knowledge to teach secondary school speech education effectively, colleges can recognize outstanding high school speech programs, teachers, and students. (MM)

ED 241 983 CS 504 569

Powell, Robert G. Nicholson, James L. III

A Proactive Approach to Teaching in the Classroom: Three Interrelated Propositions.
Pub Date—21 Feb 84

Note—12p; Paper presented at the Annual Meeting of the Western Speech Communication Association (Seattle, WA, February 18-21, 1984).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affective Behavior, *Classroom Communication, Classroom Environment, Communication Research, Communication Skills, *Interaction, Interpersonal Competence, *Learning Processes, *Perspective Taking, *Student Teacher Relationship, *Teacher Effectiveness, Teacher Role

Identifiers—Proactive Teaching

Proactive teachers do not simply react to student behavior but use their thorough understanding of classroom communication to shape the pattern of class interaction. Proactive teachers are characterized by their recognition of the mutual influence of teachers and students in the learning process, their participation in social perspective taking, and their efforts to positively structure the affective climate of their classrooms. The value of their behavior is suggested by research indicating that (1) students also contribute to classroom input, a unidirectional model of teacher-to-student influence is inadequate in characterizing classroom interaction; (2) people with complex construct systems (serving as lenses for construing the nature of social events) are more flexible and adaptive and thus more successful in their communication; and (3) that teachers who are more accepting of students are evaluated more positively in the interpersonal domain. These proposed characterizations of proactive teachers have theoretical as well as practical utility, suggesting directions in future research and providing a model of successful classroom communication. (MM)

ED 241 984 CS 504 570

Skopec, Eric Wm.

Rhetorical Consequences of the Computer Society: Expert Systems and Human Communication.
Pub Date—Mar 84

Note—15p; Paper presented at the Annual Meeting of the Eastern Communication Association (75th, Philadelphia, PA, March 8-11, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Artificial Intelligence, *Communication (Thought Transfer), *Communication Research, Communications, *Computer Software, Microcomputers, *Problem Solving, *Rhetoric, Speech Communication, Technological Advancement

Identifiers—Expert Systems

Expert systems are computer programs that solve selected problems by modelling domain-specific behaviors of human experts. These computer programs typically consist of an input/output system that feeds data into the computer and retrieves advice, an inference system using the reasoning and heuristic processes of human experts, and a knowledge acquisition system that enters information into the system. Expert systems are used to solve problems associated with mundane or recurrent activities requiring high levels of relatively scarce expertise, usually in science or medicine. They can, however, be applied to human communication activities such as summarizing research, writing speeches, monitoring political campaigns, and evaluating instructional strategies. In pointing out that generalized methods of problem solving are inefficient and error prone, artificial intelligence (AI) research encourages speech communication specialists to examine the domain-specific nature of certain communication patterns. Four potential hazards in AI development are an over dependence on machines, a reduction of the knowledge base, a loss of attention to pressing educational issues and a reliance on easy solutions to complex issues, and a loss of privacy due to the surveillance capabilities of expert systems. (MM)

ED 241 985

Skopec, Eric Wm.

Rhetorical Dimensions of Performance Appraisal Interviews.
Pub Date—Mar 84

Note—12p; Paper presented at the Annual Meeting of the Eastern Communication Association (75th, Philadelphia, PA, March 8-11, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Problems, *Administrator Attitudes, Affective Measures, Anxiety, *Communication Apprehension, *Communication Research, Communication Skills, Employer Employee Relationship, Evaluation Criteria, *Interpersonal Communication, *Interviews, *Personnel Evaluation

Identifiers—*Performance Appraisal

To improve the performance appraisal systems used by personnel offices, a study collected the reactions of 200 managers to giving performance appraisals through interviews, scripts, role enactments, a list writing exercise, and an anxiety measure. The data produced three major findings: (1) managers experienced high levels of anxiety when giving negative appraisals and communicated this anxiety through a number of dysfunctional behaviors, including aggressive or domineering manners; (2) managers' five primary concerns in giving performance appraisals were with the objectivity of performance ratings, the adequacy of the information used during the appraisal process, the limitations of the appraisal system, uncertainty in dealing with hostile interviewee reactions, and the need to maintain satisfactory interpersonal relationships following appraisal interviews; and (3) manager descriptions of most pleasant and least pleasant interviews depended on the quality of subordinate performance and subordinate-superior interpersonal relationships. This input was used to develop interview strategies for four extreme cases representing combinations of high and low performance and good and bad interpersonal relationships. (Tables are appended showing anxiety triggers and a matrix indicating the relationship between perceived characteristics of interviewees.) (MM)

ED 241 986 CS 504 572

MacFarlane, Andrew

Quips and Sentences and These Paper Bullets of the Brain. Part 1: A Contemplation of Critica. University of Western Ontario, London; Windsor Univ. (Ontario).
Pub Date—May 82

Note—233p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Aesthetic Values, Authors, Drama, *Evaluation Criteria, Individual Differences, *Literary Criticism, Mass Media Effects, *News-papers, *News Reporting, Press Opinion, Public Opinion, *Theater Arts, *Value Judgment

A qualitative study of the validity of daily newspaper criticism, this report was based on the examination of the work of two competing critics and one relatively neutral cultural journalist covering four plays performed during the Stratford, Ontario, Shakespearean Festival. After examining the theoretical and philosophical context in which criticism is produced, the report presents the critics' and journalist's reviews. The third section records interviews with the writers on such topics as the purpose of a critical piece and whether criticism can be right or wrong. Observations and hypotheses based on the writers' work and interviews include the following: (1) widespread confusion exists over the designs and intentions of newspaper theatre criticism, (2) critics are generally believed to devote more of their writing to evaluation than is the case, (3) a reader's perception of what the critic has written will be almost entirely overshadowed by the evaluative component, (4) critics underestimate the effect their writing has on individual professionals, and (5) critics' standards show little relationship to those of regular theatregoers. (MM)

EA

ED 241 987 EA 015 827

Johnson, William L. Snyder, Carolyn J.

Leadership Training Needs for Administrative Personnel in a Major Metropolitan District in

Texas.
 Pub Date—[80]
 Note—29p.
 Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administrator Attitudes, *Administrator Role, Administrators, Educational Change, Educational Planning, Elementary Secondary Education, *Inservice Education, Leadership Styles, *Leadership Training, *Management Development, Needs Assessment, Organizational Effectiveness, *Principals, Problem Solving, School Administration, Staff Development, Teacher Supervision
Identifiers—*Texas (Fort Worth)
 Developed as an assessment instrument for the Administrators-for-Change Training program, this survey of 195 administrative personnel in the Fort Worth Independent School District (Texas) identifies their priorities for training in management skills and the intensity of training desired. A synthesis of literature addressing the changing role of the principal reveals that, while on the job training is a major source of influence on task performance, the precise knowledge and skills necessary for administrative growth are often not addressed in inservice programs. The survey uses a six-point Likert scale reflecting a skill/training continuum from one (desire no training) to six (desire assistance with school implementation). The instrument explores training needs in seven areas; the principalship; the school as an ecosystem; creative problem-solving; planning-for-planning; staff development; long-range planning; and personal awareness. Results reflect varying priorities among the groups surveyed—elementary and secondary principals, secondary vice-principals, central-office supervisory personnel, and miscellaneous personnel—though all groups desired training at least at an awareness level in all skill areas. It is concluded that large-scale training should be provided in those areas most groups requested and subsequent training provided for more specialized concerns. Data and the survey instrument are appended. (MJL)

ED 241 988 EA 015 828
Negotiations Benchmark II. A Report of School District Employment Practices and Collective Bargaining, 1976-77 to 1981-82.
 Ohio School Boards Association, Columbus.
 Pub Date—Apr 83
 Note—49p.
 Available from—Publications, Ohio School Boards Association, P.O. Box 231, Westerville, OH 43081 (\$5.00; quantity discounts; postage and handling additional on all orders).
 Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Board of Education Policy, *Collective Bargaining, Contracts, Educational Administration, Employment Practices, *Employment Statistics, Fringe Benefits, Grievance Procedures, Labor Relations, *Personnel Policy, *Public School Teachers, Questionnaires, Reduction in Force, Salary Wage Differentials, *School Personnel, Scope of Bargaining, Strikes
Identifiers—*Ohio
 Survey data from 277 Ohio school districts (43 percent of those queried) are collected here in order to analyze trends in the use of statutory and negotiated benefits and collective bargaining with reference to a similar survey published in 1977. Based on surveys returned, information is organized into separate sections for classroom teachers and for non-certificated employees. An initial brief summary lists significant findings, such as the fact that over 93 percent of the boards negotiate with teachers and about 65 percent negotiate with noncertificated employees. Other findings noted include a decrease in the number of hours spent on negotiations and the number of negotiations that went to impasse, a steady decrease in the number of classroom teachers employed in Ohio, a fluctuation in the number of strikes, and the fact that nearly 60 percent of teachers and 50 percent of noncertificated employees are on continuing contracts. The following topics are covered for both teachers and noncertificated employees: employment and turnover, negotiations, staffing, salaries and scheduling, leaves and absences, grievances, strikes, nonrenewals and reductions in force, and computation of total compensation. Brief narrative analyses accompany graphs summarizing the data. A copy of the survey and a list of districts responding are appended. (MJL)

ED 241 989 EA 015 888
Schiefelbein, Ernesto
Educational Financing in Developing Countries: Research Findings and Contemporary Issues.
 International Development Research Centre, Ottawa (Ontario).
 Report No.—IDRC-TS38e; ISBN-0-88936-348-X
 Pub Date—83
 Note—168p.; Prepared for the Educational Research Review and Advisory Group.
 Available from—UNIPUB, Box 433, Murray Hill Station, New York, NY 10157 (\$15.00 U.S.).
 Pub Type—Information Analyses (070)
Document Not Available from EDRS.
Descriptors—Bibliographies, *Developing Nations, *Educational Economics, Educational Equity (Finance), *Educational Finance, Financial Policy, Financial Support, *Government School Relationship, Human Resources, Literature Reviews, National Programs, Nondiscriminatory Education, Research Needs, *Research Reports
 This study focuses on contemporary issues of educational financing in developing countries and on available research findings as these relate, or can be related, to these issues. The first two chapters are analytical, examining common educational finance issues and testing the conventional wisdom of certain usual proposals. Chapter 1, "Issues in Educational Financing," gives an overview of the explosive demand for education in developing countries, the growing concern for performance, the growth of government activity in education, and the use of financial mechanisms as policy instruments. Chapter 2 analyzes how reality impinges on proposals such as equalization through taxes, free education benefits for the poor (or rich), and financing for efficiency, equity, or diversity. The remaining three chapters summarize available research findings on educational financing to determine existing gaps. Chapter 3, "Identifying Available Research," provides operational definitions of key terms (education, research, and financing) and describes the study design for identifying references in developed and developing countries. Chapter 4, "Lessons from the Study Design," assesses data derived from the search process and summarizes research trends in educational financing. Chapter 5, "Lessons from the Research Results," relates findings to each component of the educational system and identifies research aimed at detection (assessment of the current state of affairs in some evaluative sense) or analysis (why current performance is or is not adequate). Chapter 6 identifies research gaps and suggests alternative ways to gather and classify resources. The complete bibliography follows, along with a statistical appendix. (TE)

ED 241 990 EA 015 969
Grassman, Robert L.
Public Education...A Sound Investment in America. Campaign Booklet.
 Los Angeles County Superintendent of Schools, Calif.
 Pub Date—[May 83]
 Note—12p.
 Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Board of Education Role, Community Involvement, Community Support, *Cooperative Programs, Coordination, Credibility, Demonstration Programs, Elementary Secondary Education, Guidelines, Program Descriptions, *Publicity, *Public Opinion, *Public Relations, Public Support, *School Business Relationship, *School Community Relationship, School Districts
Identifiers—Los Angeles County Schools CA, PF Project
 The Los Angeles County Board of Education's campaign to improve the public's confidence in public education is described. Education as an investment rather than a cost is the theme of the campaign. The coordinated approach is adopted from campaigns developed by 11 national educational agencies. The following topics are included in this booklet: (1) six public confidence objectives; (2) five components of the campaign; (3) six ways in which school district representatives can participate and make use of existing strategies and materials; (4) examples of participatory campaign efforts by two school districts; (5) examples of visibility items which can be purchased and possible promotional activities for school districts; (6) four countywide visibility activities that can benefit the district; and (7) ways an individual, group, agency, or organization

can be involved in the campaign by committing time, money, resources, and/or accepting responsibility for specific projects. A sample resolution for any organization wishing to endorse the campaign is included. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (JW)

ED 241 991 EA 015 980
Project Leadership. An Educational Improvement Program.
 Buckeye Association of School Administrators, Westerville, OH; Ohio Association of Elementary School Administrators, Westerville; Ohio Association of Secondary School Administrators.
 Pub Date—[84]
 Note—12p.
 Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Administration, *Educational Improvement, Elementary Secondary Education, Inservice Education, *Leadership Training, *Management Development, Program Descriptions, Skill Development, State Programs, State School District Relationship, Workshops
Identifiers—PF Project
 A program designed to provide educational administrators with the skills and resources to become more effective in their jobs is described. The program, offered as an annual series of two statewide workshops, focuses on developing anticipatory and prescriptive management techniques. Participants are encouraged to conduct follow-up inservice training within their local districts. Specific aspects of the program outlined are course credit, cost, director's responsibilities, satellite programs, liaison administrator role and responsibilities, and workshop topics. A sample registration form is included. (LP)

ED 241 992 EA 015 992
Scovic, Stephen P.
What Are "Alternative Learning Approaches" and Do They Work?
 Pub Date—Apr 83
 Note—16p.; Paper presented at the National School Boards Association Convention (San Francisco, CA, April 23-26, 1983).
 Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Conventional Instruction, *Curriculum Guides, Educational Research, *Educational Strategies, *Educational Testing, Elementary Secondary Education, Guidelines, Instructional Improvement, Instructional Systems, Mastery Learning, *Non-traditional Education, Student Evaluation, *Teaching Methods
Identifiers—Bloom (Benjamin S), Blooms Mastery Teaching Strategy, Goodlad (John D), PF Project
 A presentation based on the research of Dr. John Goodlad and Dr. Benjamin Bloom is given which compares alternative learning approaches to the traditional learning approach. Alternative learning approaches are defined as approaches that may change or adjust one or more of the three major components of learning which are curriculum, testing and measurement, and instruction. Three factors described that make alternative learning approaches successful are common sense, sound research, and a strong administrator. The characteristics of the traditional learning component include a curriculum that emphasizes factual and rote learning, testing for the wrong reasons, and instruction that is largely teacher directed. The following are some of the characteristics which should be part of the alternative learning approach: (1) the curriculum component should emphasize mastery learning and time on task; (2) the testing and measurement component should emphasize learning at cognitive levels other than recall; and (3) the instructional component should emphasize activities that make the learner an active part of the learning process. Four books and two journal articles are listed as reference material. A biographical sketch of the author concludes this paper. (EM)

ED 241 993 EA 015 996
Engelhardt, Loretta
School Discipline Programs That Work.
 Pub Date—Apr 83
 Note—3p.; Paper presented at the National School

Boards Association Convention (San Francisco, CA, April 23-26, 1983).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Change, Behavior Problems, Demonstration Programs, *Discipline, *Discipline Policy, Junior High Schools, Junior High School Students, Middle Schools, Program Descriptions, *Program Effectiveness, Student Behavior, *Student Improvement, *Timeout, Validated Programs

Identifiers—Glasser (William), PF Project, *Reality Therapy

The Douglas School System (South Dakota) has successfully operated a Time Out/Discipline Model program in their middle school for five years. The program was developed from 1978-1981 with Title IV-C funds and was validated in May 1981. Two major goals have proven statistically successful: (1) students will choose responsible behavior and will reduce the number of times they are sent out of the classroom for inappropriate behavior; and (2) classroom teachers and the principal will increase instructional time and decrease time spent on discipline. The program is based upon Reality Therapy and the Ten Steps of Discipline of Dr. William Glasser. The concepts of Reality Therapy include: involvement with the student as a caring friend; concern with present behavior, not past behavior; student acknowledgement of the appropriateness of chosen behaviors; development of a plan for better behavior which may include referral to the Time Out room for help; student commitment to the plan; no excuses if the commitment is broken; and no punishment, but rather fair and consistent consequences to choosing unacceptable behavior. Two components are essential for success of the program: entire staff commitment and a full-time person available in the Time Out area. (DC)

ED 241 994 EA 015 997
Effective School PR and How to Get It.

National Association of Elementary School Principals, Reston, VA.

Pub Date—Dec 82

Note—4p.

Available from—National Association of Elementary School Principals, 1920 Association Drive, Reston, VA 22091 (\$0.50; quantity discounts available).

Journal Cit—Here's How; v1 n3 Dec 1982

Pub Type—Guides - Non-Classroom (055)—Reports - Descriptive (141)—Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Role, Communication Skills, Elementary Education, Elementary Schools, *Organizational Communication, Parent School Relationship, *Principals, *Public Relations, Public Schools, School Activities, School Attitudes, School Community Programs, *School Community Relationship

Identifiers—PF Project

One of a series of practitioner-oriented newsletters, the document provides elementary school principals with strategies for implementing effective public relations in the public schools. The article describes ways in which principals can assess their school's public relations needs, coordinate the various elements of communication, and evaluate their communication efforts without adding significant costs in time, money, or personnel. (LH)

ED 241 995 EA 015 998
School Discipline and Public Law 94-142.

National Association of Elementary School Principals, Reston, VA.

Pub Date—Feb 83

Note—4p.

Available from—National Association of Elementary School Principals, 1920 Association Drive, Reston, VA 22091 (\$0.50; quantity discounts available).

Journal Cit—Here's How; v1 n4 Feb 1983

Pub Type—Guides - Non-Classroom (055)—Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Role, Behavior Problems, *Behavior Standards, Classroom Environment, Classroom Techniques, Disabilities, *Discipline Policy, Discipline Problems, *Educational Legislation, Elementary Education, *Mainstreaming, Normalization (Handicapped), Student Rights, Teacher Administrator Relationship

Identifiers—Education For All Handicapped Children Act, PF Project, Rehabilitation Act 1973 (Section 504)

One of a series of practitioner-oriented newsletters, the document provides elementary school principals with information about school discipline and Public Law 94-142 (The Education for All Handicapped Children Act and Section 504 of the Rehabilitation Act of 1973). Focusing on the impact of this law on general education classroom teachers and administrators, the article discusses the management and discipline challenges associated with the mainstreaming of handicapped students. In addition to giving handicapped students the same access to educational opportunity as nonhandicapped students, educators are encouraged to provide uniform standards of discipline for both. In the final section, administrators are urged to create a stable environment in which effective classroom management is equally established for all students. (LH)

ED 241 996 EA 015 999
Winning Public Support for Education.

National Association of Elementary School Principals, Reston, VA.

Pub Date—Apr 83

Note—4p.

Available from—National Association of Elementary School Principals, 1920 Association Drive, Reston, VA 22091 (\$0.50; quantity discounts available).

Journal Cit—Here's How; v1 n5 Apr 1983

Pub Type—Reports - Descriptive (141)—Guides - Non-Classroom (055)—Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Role, Elementary Education, Older Adults, Organizational Communication, *Public Relations, *Public Support, School Activities, School Business Relationship, *School Community Relationship

Identifiers—PF Project

One of a series of practitioner-oriented newsletters, the document provides elementary school principals with strategies for stimulating greater community involvement in the schools. In light of the increasing numbers of community members without children in school (now about two-thirds of the population), the article describes an Ohio campaign using a 15-minute slide show presentation to build greater support for the city's schools among the nonparent community. Suggestions for bringing senior citizens back to school include "Grandparents Day," taping old-timer stories, and setting up a Golden Age Club. In addition, the article lists a number of ways to involve local business people in the schools. Other ideas for enhancing school-community relations include school newsletters, student displays during elections, inviting health agencies to provide free services (such as blood pressure tests), student-produced radio and TV spots, and student artwork displays throughout the city. (LH)

ED 241 997 EA 016 023
Pflum, Glenn D. Brown, Robert D.

The Effects of Conflict, Quality and Time on Small Group Information Use and Behavior in Evaluative Decision-Making Situations.

Pub Date—82

Note—29p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Decision Making, Educational Research, Elementary Secondary Education, Evaluation, *Group Behavior, *Group Dynamics, *Information Needs, *Simulation, Time

This study investigated information needs and use by groups in decision-making processes. Problem contexts were varied by conflict, quality, and time conditions and presented to 89 graduate level education students who simulated school board members making decisions about educational programs. The research hypotheses were: (1) there are no significant differences in need or use of information in decision-making and (2) there are no significant differences in perceptions of group process or behavior. Some findings include: (1) interactions of conflict and quality do produce a need for more information and time, (2) conflict and time interaction affect preference to talk to other board members, and (3) changes in situational contexts affect information need and use in small decision-making groups. The authors discuss the limitations of the study, pointing out the weaknesses inherent in simulation research. (MD)

ED 241 998

Dealing With Stress.

National Association of Elementary School Principals, Reston, VA.

Pub Date—Sep 83

Note—4p.

Available from—National Association of Elementary School Principals, 1920 Association Drive, Reston, VA 22091 (\$0.50; quantity discounts available).

Journal Cit—Here's How; v2 n1 Sep 1983

Pub Type—Guides - Non-Classroom (055)—Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Coping, Elementary Education, *Principals, *Relaxation Training, *Stress Management, Stress Variables, Well Being

Identifiers—Job Stress, PF Project

One of a series of practitioner-oriented newsletters, the document provides elementary school principals with tips for dealing with stress. Because principals spend approximately 80 percent of their workday in face-to-face interchanges (with staff, faculty, parents, and others), the article gives warning signals indicative of too much stress. A brief distinction between self-imposed and situational stress is followed by a list of basic techniques for averting stress. In contrast, the article also discusses behavior that should be avoided in an effective stress management plan and concludes with a word about commitment as an essential ingredient for any stress management technique. (LH)

ED 241 999 EA 016 401
Business, Industry, and School Partnerships.

National Association of Elementary School Principals, Reston, VA.

Pub Date—Oct 83

Note—4p.

Available from—National Association of Elementary School Principals, 1920 Association Drive, Reston, VA 22091 (\$0.50; quantity discounts available).

Journal Cit—Here's How; v2 n2 Oct 1983

Pub Type—Guides - Non-Classroom (055)—Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Role, Business, Career Education, *Cooperative Programs, Educational Improvement, Educational Needs, Educational Opportunities, Elementary Education, Industry, *School Business Relationship, School Involvement

Identifiers—Corporate Support, PF Project

One of a series of practitioner-oriented newsletters, the document provides elementary school principals with information about school partnerships with business and industry. Based on a series of recent reports criticizing American schooling, the article recommends that schools form alliances with business and industry in teaching students, in designing curricula that prepare students for the kind of jobs that will develop, in capitalizing on advances in technology, and in generating new management techniques. Ten already existing school-business-industry partnerships are briefly described. District of Columbia Public Schools are cited as one example of a school district that has successfully enlisted the help of several hundred businesses. In addition, nine techniques for forming alliances between schools and their neighboring businesses and industries are listed. (LH)

ED 242 000 EA 016 402
Developing a Discipline Code in Your School.

National Association of Elementary School Principals, Reston, VA.

Pub Date—Dec 83

Note—4p.

Available from—National Association of Elementary School Principals, 1920 Association Drive, Reston, VA 22091 (\$0.50; quantity discounts available).

Journal Cit—Here's How; v2 n3 Dec 1983

Pub Type—Reports - Descriptive (141)—Guides - Non-Classroom (055)—Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, Behavior Problems, *Behavior Standards, Classroom Environment, Classroom Techniques, *Discipline Policy, Discipline Problems, Elementary Education, Elementary Schools, Student School Relationship

Identifiers—PF Project

One of a series of practitioner-oriented newsletters,

ters, the document provides elementary school principals with strategies for developing a school discipline code. The article recommends: (1) developing a written statement of school discipline policy; (2) launching the discipline policy at the beginning of the school year; (3) ensuring that standards and rules accurately reflect the school's overall philosophy of education; (4) preventing discipline problems by creating a positive classroom environment; (5) striving toward an understanding between teachers and students; and, as a last resort, (6) involving resource people and parents and trying a variety of problem-solving approaches with students. In conclusion, the article summarizes that a combination of positive reinforcement and limit setting provide the ideal conditions for a successful discipline policy. (LH)

ED 242 001 EA 016 403

Schultz, Phyllis.
Religion and the Public Schools.
National Association of Elementary School Principals, Reston, VA.

Pub Date—Sep 83

Note—8p.

Available from—National Association of Elementary School Principals, 1920 Association Drive, Reston, VA 22091 (\$5.00; quantity discounts available).

Journal Cit—Streamlined Seminar; v2 n1 Sep 1983
Pub Type—Opinion Papers (120) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Civil Liberties, Controversial Issues (Course Content), Educational Administration, *Educational Legislation, Elementary Secondary Education, Legal Problems, *Religion, School Community Relationship, *Student Rights
Identifiers—Holidays, PF Project, *Religious Freedom, School Prayer

A newsletter provides legal background and guidelines for celebrating religious holidays in the classroom. Material is divided into separate sections discussing the First Amendment, Supreme Court decisions regarding public schools and religious observances, specific "establishment clause" cases, specific "free exercise clause" cases, the school prayer issue, compliance, methods for solving school-based religious controversies, tuition tax credits, and methods for dealing with court challenges. (LP)

ED 242 002 EA 016 410

Monitoring Manual for Determining Compliance with Public Law 94-142. Revised.

South Carolina State Dept. of Education, Columbia.
Pub Date—Jul 83

Note—51p.

Pub Type—Tests/Questionnaires (160) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Check Lists, *Compliance (Legal), Confidentiality, *Disabilities, Due Process, Elementary Secondary Education, *Federal Legislation, Guidelines, Handicap Identification, Individualized Education Programs, Learning Disabilities, Mainstreaming, School Districts, *Special Education, Student Evaluation, Student Placement, Student Records

Identifiers—*Education for All Handicapped Children Act, PF Project

Designed to assist service providers as they strive to provide a full service goal for all handicapped pupils, this manual consists of checklist for monitoring compliance with Public Law 94-142 (Education for All Handicapped Children Act). Checklists of components in general policy areas are: (1) policy requirements (LEAs - Local Educational Agencies); (2) verification of annual child count; (3) program entry; (4) individualized education programs; and (5) policy requirements (SOPs - State Operated Programs). Supplementary worksheets, also in the checklist format, are provided to give LEAs and SOPs a detailed and itemized description of the specific policy components which should be addressed under each of the general policy areas. The worksheets are designed to assist the LEAs and SOPs in the development of comprehensive policies/procedures and to enable the State Educational Agency (SEA) monitoring team to conduct a thorough review of the policies established. The four worksheets pertain to due process hearings, procedural safeguards, confidentiality, and least restrictive environment. (JH)

ED 242 003 EA 016 411

Business Education Partnerships: Gearing Up for Economic Survival.

California School Boards Association, Sacramento.
Pub Date—83

Note—35p.

Available from—California School Boards Association, Inc., 916 23rd St., Sacramento, CA 95816 (single copies while available are \$2.00 each to members and \$3.75 each to non-members).

Journal Cit—California School Boards; v42 n7 Oct-Nov 1983

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cooperative Programs, Elementary Secondary Education, Institutional Cooperation, Public Schools, *School Business Relationship, School Community Programs, *School Community Relationship

Identifiers—*California, Collaborative Councils, *Corporate Support, PF Project

This theme issue of "California School Boards," October/November 1983, identifies some of the business-education partnerships in California. After an introduction with an overview of the reasons behind the increased interest in business-education partnerships, are articles on the following: (1) educational reform recommendations by the California Roundtable and the Carnegie Foundation; (2) the Industry Education Council of California (IECC) with a matrix illustrating the scope and location of state IECC and local IEC business-education partnerships; (3) the regional School-Based Community Education Center in Butte County; (4) the Chevron Company's three projects aimed at aiding California's public educational institutions; (5) the California Educational Initiatives Fund (CEIF); (6) the involvement of Security Pacific Bank in California educational programs; (7) the partnership between the Los Angeles Unified School District and the Los Angeles Area Chamber of Commerce Education Committee; (8) the Institute of Computer Technology (ICT), a business-supported educational institution; and (9) the Clovis Unified School District's program to help businesses learn how to use their computers. (JW)

ED 242 004 EA 016 413

Wolfberg, Calvin J.
The Biggest Mistakes Boards Make in Collective Bargaining.

Pub Date—[Mar 83]

Note—6p.; Paper presented at the National School Boards Association Convention (San Francisco, CA, April 23-26, 1983).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Guides, *Board of Education Role, *Boards of Education, *Collective Bargaining, Elementary Secondary Education, Guidelines, Teacher Strikes, Unions
Identifiers—*Negotiation Processes, *Negotiators, PF Project

One of the biggest errors that boards of education make in collective bargaining concerns the selection of their bargaining team. A negotiator should be used who knows labor law, understands the educational process and its common practices, and is knowledgeable about school law. In addition to the negotiator, who should be the spokesman, the negotiating team should have a member of the board as policy consultant and one or two administrative consultants to respond to contract items pertaining to elementary and secondary issues. Frequent mistakes that are made by boards in collective bargaining include: (1) making a best offer prematurely; (2) dealing with negotiations issues as separate items rather than as a complete package; (3) not knowing in advance the exact cost of any item in the proposal; (4) not being prepared for alternative responses; (5) meeting too often; (6) focusing on union demands; (7) relying on union documents; and (8) thinking they can negotiate better than their designated negotiators. It is a mistake to assume that the district or school directors have failed because a strike has occurred. Collective bargaining is an adversarial relationship and not a forum where educational improvement can be achieved. (DC)

ED 242 005 EA 016 416

Managing Microcomputers: What the Principal Needs to Consider.

National Association of Secondary School Principals, Reston, Va.

Pub Date—Oct 83

Note—14p.

Available from—National Association of Secondary School Principals, 1904 Association Dr., Reston, VA 22091 (\$1.00; quantity discounts available).

Journal Cit—Practitioner; v10 n1 Oct 1983

Pub Type—Guides - Non-Classroom (055) — Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Budgeting, *Computer Oriented Programs, Inservice Education, *Microcomputers, *Principals, *School Administration, Secondary Education, Staff Development

Identifiers—PF Project

A newsletter addresses the issues school administrators should consider in planning and implementing the use of microcomputers in their schools. Described are ways in which microcomputers will change management, the variety of ways computers can be used in educational administration, classroom activities using computer-based instruction, criteria for software evaluation, and the role of the principal in coordinating computer implementation. The latter section considers the three issues of budgeting, staffing, and training. A case study is provided. (LP)

ED 242 006 EA 016 417

Supervising the Athletic Program.

National Association of Secondary School Principals, Reston, Va.

Pub Date—Apr 83

Note—13p.

Journal Cit—Practitioner; v9 n3 Apr 1983

Pub Type—Collected Works - Serials (022) — Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Athletic Equipment, *Athletics, *Program Administration, Program Descriptions, *Program Effectiveness, Safety, Secondary Education, Sportsmanship, Student Participation
Identifiers—Athletic Administration, *Athletic Administrators, Crowd Control, PF Project

Various aspects of effective secondary school athletic program administration are discussed. Separate sections outline factors school principals should consider concerning role of the athletic program in the overall curriculum, program management, safety and care of equipment, criteria for student participation, participation requirements, development of good sportsmanship, and crowd control. A description of the athletic program in the Edina (Minnesota) secondary schools is provided as an example of a successfully organized program. (LP)

ED 242 007 EA 016 418

Things to Consider When Contemplating Termination of an Employee.

Ohio Association of Secondary School Administrators.

Pub Date—13 Jan 84

Note—4p.

Journal Cit—Legal Notes; v11 n7 Jan 13 1984

Pub Type—Guides - Non-Classroom (055) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Legislation, Employer Employee Relationship, *School Administration, Secondary Education, *Teacher Dismissal, *Teacher Evaluation

Identifiers—PF Project

Secondary school administrators considering the termination of an employee prior to the expiration of contract are offered several suggestions. These are: have a good evaluation system in place; follow all phases of the evaluation system; document all conferences, observations, and other encounters; alert the superintendent early in the process; keep the superintendent informed; make arrangements for other administrators to observe and evaluate the potential terminée; alert the employee to the potential action; provide the employee with copies of all relevant evaluations; and allow the employee the opportunity to respond in writing. Administrators are also advised to know the laws regarding legal termination. (LP)

ED 242 008 EA 016 421

Howe, Robert C.

How to Make the Best Use of Your Principals.

Pub Date—Apr 83

Note—12p.; Paper presented at the National School

Boards Association Convention (San Francisco, CA, April 24, 1983).

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Administrative Problems, Administrator Guides, *Administrator Role, *Board Administrator Relationship, Board of Education Policy, *Board of Education Role, Collective Bargaining, Elementary Secondary Education, Extracurricular Activities, High Schools, Middle Management, *Principals

Identifiers—Instructional Leadership, PF Project
Principals are middle managers. Board members should have a superintendent who has a high regard for the principalship and who believes in the total team approach to school administration. They should allow principals to do the job they were hired to do—parental or citizen complaints should be referred to the principal instead of being personally acted upon by board members. Probably the most sensitive area other than school discipline is extracurricular activities. Complaints in this area should not be blown out of proportion. Principals need help and support in instructional leadership. Board members should let their principals know that they are as interested in English as they are in basketball. Principals should be included in contract negotiations and collective bargaining. The information and insight they can provide can be extremely helpful. Board policies should be written in a very broad way in order to take advantage of the expertise and judgment which principals can bring to bear in individual situations. Principals should be involved in the selection of staff members. They should be allowed input and access to the board on an equal footing with other groups such as teacher unions. (DC)

ED 242 009 EA 016 432
Brazoport Independent School District Community Survey Summary.

Brazoport Independent School District, Freeport, Tex.

Pub Date—81

Note—34p.

Pub Type— Reports — Research (143)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Administrator Attitudes, Community Attitudes, *Community Surveys, Correlation, *Educational Assessment, *Educational Environment, Educational Research, Elementary Secondary Education, Evaluation Methods, Parent Attitudes, Program Effectiveness, Program Evaluation, Public Opinion, Questionnaires, *School Community Relationship, School Districts, *School Effectiveness, *School Surveys, Student Attitudes, Teacher Attitudes

Identifiers—Gallup Poll, PF Project

Results of a 1980-81 survey of the perception of the Brazoport (Freeport, Texas) community regarding the Brazoport Independent School District (BISD) are summarized. The survey instrument consisted of: (1) a cover letter from the superintendent; (2) Part I—a series of multiple-choice questions on various education issues in Brazoport; (3) Part II—a scaled-response section on the importance of certain items to education and an evaluation of BISD's performance in addressing these items; (4) Part III—demographic questions for the survey population; and (5) Part IV—a comments section inviting respondents to write additional remarks about the district and/or public education. Results are based on surveys returned by 1013 citizens, 635 staff members, and 256 students. The results for Part I are presented in 11 tables, three which include comparisons of 1980 Gallup Poll results with the BISD results. The results covering the five subject areas of Part II are shown in 10 tables which rate the importance of issues and assess the performance of the school district by individual groups. The Part II responses are correlated for all three groups. The demographics of the citizens and staff surveyed are summarized from responses to Part III. The survey instrument is included. (JW)

ED 242 010 EA 016 436
Rainey, Elmore E.

How to Communicate with Your Professional Staff: Build the Proper Climate.

Pub Date—Apr 83

Note—7p.; Paper presented at the National School Boards Association Convention (San Francisco, CA, April 23-26, 1983).

Pub Type— Speeches/Meeting Papers (150) — Guides — Non-Classroom (055)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, *Administrator Characteristics, Administrator Guides, *Administrator Role, *Communication (Thought Transfer), Communication Skills, Elementary Secondary Education, Employer Employee Relationship, Interprofessional Relationship, Leadership Styles, Management Teams, *Organizational Climate, *Organizational Communication, Professional Personnel, Superintendents, *Teamwork

Identifiers—PF Project
Building the proper climate in the communication process depends upon the beliefs of the persons in leadership roles. Team operation and the establishment of the proper operational climate depends upon the behavior and contribution of each member of an organization as well as the chief administrator. The administrator who makes an effort toward identifying, developing, and utilizing the resources of each member of the group will enhance the operation of team management. An organization built on the assumption and values of the self-actualization of individuals will have a climate conducive to meaningful team operation. A supportive, open climate facilitates accuracy in communication. In building the proper climate of communication with staff members, the chief administrator is able to listen, empathize, understand, handle personal feelings, express himself, and be accepting. The success of the administrator in setting the proper climate depends upon the perceived existing prestige of the administrator and the extent of his requisite expertise. It is important that the chief administrator understand himself, analyze his strengths and weaknesses as a communicator, and clearly keep in mind the characteristics of the audience he will face and the objectives he wants to achieve. A 13-item selected reading list concludes this document. (EM)

ED 242 011 EA 016 437
Nichols, Roy D. Jr.

How to Communicate with Your Professional Staff: Corporate Listening Process.

Pub Date—[Mar 83]

Note—17p.; Paper presented at the National School Boards Association Convention (San Francisco, CA, April 23-26, 1983).

Pub Type— Speeches/Meeting Papers (150) — Reports — Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Attitude Change, Communication (Thought Transfer), Communication Problems, *Communication Skills, Delphi Technique, Elementary Secondary Education, Guidelines, *Interprofessional Relationship, *Listening Skills, Management Teams, *Organizational Communication, *Participative Decision Making, Professional Personnel, School Community Relationship, Superintendents, Teacher Administrator Relationship

Identifiers—*Goal Setting, *Listening Strategies, PF Project

Most organizational problems are communication problems. The administrator must employ strategies for listening to employees (personal listening), and must allow the employees to participate in the decision-making process (corporate listening). The Marietta City School System (Georgia) employed several strategies to deal with the passive resistance often encountered when change is undertaken. The strategies were meant to enhance both personal and corporate listening skills. In addition to providing a personal example of a concerned listener and holding weekly discussions with the administrative team members, the superintendent interviewed each administrator and each teacher. He followed up with the use of a modified "delphi technique" for gathering opinions and establishing priorities. Further strategies included frequent meetings with parents, teachers, staff, and community committees along with conducting annual staff and community surveys. (EM)

ED 242 012 EA 016 444
Student Achievement Levels Raised at Chandler High School.

Northwest Regional Educational Lab., Portland, OR. Goal Based Education Program.

Pub Date—Nov 83

Note—6p.

Journal Cit—Profiles, Programs & Products; n35 Nov 1983

Pub Type— Reports — Descriptive (141) — Guides — Non-Classroom (055) — Collected Works — Serials (022)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Academic

Standards, Basic Skills, *Competency Based Education, *Discipline Policy, Educational Change, High Schools, Management by Objectives, Minimum Competencies, Models, Program Descriptions, *Program Effectiveness, School Community Relationship

Identifiers—*Goal Based Education, PF Project
Chandler (Arizona) High School has reported a dramatic increase in student achievement levels since implementing a number of management, curriculum, and discipline policy changes. Among the program changes that contributed to these gains are: (1) creation of a positive school environment, with high expectations for teachers, emphasis on high aspirations for students, a firm discipline policy, and a system to reward academic achievement; (2) districtwide implementation of a management by objectives (MBO) system, including district, school building, department, and individual teacher goals; (3) annual review of progress toward short- and long-range goals and objectives, including regular evaluations of teachers and administrators; (4) extensive curriculum revision, increased graduation requirements, and the institution of required minimum competencies; and (5) involvement of parents and other community members in the evaluation and review of school curriculum standards. In summary, careful planning, goal based management, extensive curriculum revision, and the adoption of a schoolwide discipline and academic reward system have all contributed to higher student achievement at Chandler High School. (LH)

ED 242 013 EA 016 447

Rattery, Oswald M. T.

After the Meeting, Then What?

Pub Date—Feb 84

Note—3p.

Journal Cit—Successful Meetings; p76-77 Feb 1984
Pub Type— Guides — Non-Classroom (055) — Journal Articles (080)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Leaders Guides, Leadership Training, *Meetings, Planning, *Program Effectiveness, *Seminars, Workshops

Identifiers—Fact Sheets, PF Project

For productive follow-up of meetings and seminars, an executive summary can be invaluable. Such a post-meeting synopsis enables leaders to reinforce important meeting content which can lead to greater productivity for the participants. Strategies for creating and using an executive summary include: (1) selecting a summarizer to write down and later evaluate the proceedings; (2) tape recording the meeting; (3) saving charts; (4) questioning attendees; (5) transcribing only critical data rather than whole meetings; (6) synthesizing information clearly and concisely; (7) assessing and summarizing feedback from post-meeting evaluation forms; (8) publishing executive summaries in company journals or newsletters; (9) building an index system for filing meeting summaries; and (10) making use of expertise collected in the archives of meeting summaries for further use. (LH)

ED 242 014 EA 016 449

Renne Intermediate School Features Personalized Instruction.

Northwest Regional Educational Lab., Portland, OR. Goal Based Education Program.

Pub Date—Oct 83

Note—5p.; Developed by the Goal Based Education Program.

Journal Cit—Profiles, Programs & Products; n32 Oct 1983

Pub Type— Reports — Descriptive (141) — Guides — Non-Classroom (055) — Collected Works — Serials (022)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Continuous Progress Plan, Core Curriculum, *Individualized Instruction, Interdisciplinary Approach, Intermediate Grades, Junior High Schools, Middle Schools, Models, *Non-graded Instructional Grouping, Program Descriptions, Teacher Role

Identifiers—Assertive Discipline Program, Personalized System of Instruction, PF Project

Renne (Oregon) Intermediate School offers an innovative program of personalized instruction to students in grades 6-8. Teachers work closely with individual students, following a continuous progress curriculum which allows cross-grade-level placement in the core areas of math, reading, and language arts. Based on cooperative district planning, the student body and instructional staff are organized into three inner schools called "Ranges," each

consisting of students from all three grade levels and teachers from various subject area departments. In addition to the core curriculum, special mid-day activities (recreation, activities, and meals) supplement the curriculum. Teachers play an active role in the planning and development of school programs, teaching, leadership responsibilities, and professional training in assertive discipline. In summary, students in this personalized instruction program are afforded increased opportunities for success through the continuous progress curriculum, the integration of grade levels through Ranges, and the assertive discipline program. (LH)

ED 242 015 EA 016 467

Metzger, Marianne And Others

Learning Disabled Students and Computers: A Teacher's Guide Book.

International Council for Computers in Education,

Eugene, Ore.

Pub Date—83

Note—52p.

Available from—Publications, International Council for Computers in Education, 1787 Agate Street, University of Oregon, Eugene, OR 97403 (\$2.50 prepaid; quantity discounts; on non-prepaid orders add \$2.50 shipping and handling).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, *Computer Assisted Instruction, *Computer Literacy, *Computer Oriented Programs, *Computers, *Computer Simulation, *Educational Technology, *Elementary Secondary Education, *Futures (of Society), *Learning Disabilities, *Programming Languages, *Underachievement, *Word Processing

Identifiers—LOGO Programing Language
This booklet is provided as a guide to teachers working with learning disabled (LD) students who are interested in using computers as a teaching tool. The computer is presented as a powerful option to enhance educational opportunities for LD children. The author outlines the three main modes in educational computer use (tutor, tool, and tutee) and shows how the computer meets the LD student's curricular needs in the three modes. The use of a computer with LD students allows the child to experience success in mastering skills while freeing the teacher for other work. Teacher education in computer use is presented as an important key in the development of computer education. The booklet provides a discussion of software and hardware definitions and needs, and equipment selection. A list of references, including magazines, books, organizations, networks, research, and bibliographies, is provided. (MD)

ED 242 016 EA 016 499

Disorder in Our Public Schools. Report of the Cabinet Council on Human Resources (CCHR) Working Group on School Violence/Discipline to the President.

Department of Education, Washington, DC.

Pub Date—3 Jan 84

Note—24p.; The report and recommendations of a working group appointed by President Reagan.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Problems, Board of Education Policy, Case Studies, *Codes of Ethics, *Community Role, *Discipline, *Discipline Policy, *Discipline Problems, *Elementary Secondary Education, *Parent Role, *Public Schools, *School Policy, *School Security, *Student Behavior, *Violence

Educational quality is being harmed by the deterioration of order in public schools, but public concern and appropriate leadership can improve the situation. Because learning depends on good discipline, all contributors to and beneficiaries of education—students, teachers, and taxpayers—suffer when discipline is lacking: students and teachers as the direct victims of crimes committed in schools, and taxpayers as the indirect victims. Minority students are doubly affected by disruptive school environments because they are more likely than whites to be victims of attack and more certain to have learning disrupted. However, case-study research has shown that schools can reverse the trend toward disorder through motivated staff and leaders who enforce consistent, rigorous student disciplinary codes. Case studies also show that schools that do little to improve discipline may be prevented from doing so by fear of public opinion or by complex legal procedures. Unless the public demands action,

schools will remain unruly. The Departments of Education and Justice are undertaking to restore authority and disciplinary codes in schools; more importantly, President Reagan has raised the issue and called for action. (JW)

ED 242 017 EA 016 500

Staff Goal-Setting Supports Innovative Programs at Oaklea Middle School.

Northwest Regional Educational Lab., Portland,

OR. Goal Based Education Program.

Pub Date—Oct 83

Note—6p.; Developed by the Goal Based Education Program.

Journal Cit—Profiles, Programs, and Products; n33

Oct 1983

Pub Type—Reports - Descriptive (141) — Guides

- Non-Classroom (055) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Continuous Progress Plan, *Individualized Instruction, *Interdisciplinary Approach, *Intermediate Grades, *Junior High Schools, *Middle Schools, *Models, *Nongraded Instructional Grouping, *Public Schools, *School Organization, *Teacher Role

Identifiers—*Goal Based Education, *Goal Based Planning, *PF Project

Oaklea (Oregon) Middle School provides an innovative program of instruction to district students in grades 5-8. To facilitate this individualized approach, the school is divided into four smaller schools in which teachers and students spend four years together as students proceed through the instructional program. An important feature of this approach is the school-wide establishment of annual goals. The instructional organization of this "school-within-a-school" approach includes assigning interdisciplinary cooperative teaching teams to each of the four smaller schools (called "Rivers"). Within Rivers, students are often cross-graded according to individual achievement levels established by skill tests. In addition, several special programs such as an "occupational versatility" program supplement the basic curriculum. A strong organizational structure in which teachers, classified staff, and support staff play a particularly strong role is the key to effective management of such diversified instructional programs. In summary, careful planning, goal-based management, and an enthusiastic, committed staff have all contributed to high student achievement and morale. (LH)

ED 242 018 EA 016 501

Small Grants for Teachers: Program Materials.

Allegheny Conference on Community Development,

Pittsburgh, PA.

Pub Date—[82]

Note—41p.; For related documents, see ED 237 586 and EA 016 504. Poster included in the original document has not been reproduced here.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Support, *Elementary Secondary Education, *Fund Raising, *Grants, *Guidelines, *Incentive Grants, *Instructional Innovation, *Program Descriptions, *Program Effectiveness, *Publicity, *School Community Relationship, *Teacher Motivation, *Teacher Participation, *Teachers

Identifiers—*Minigrants, *PF Project

Sample materials drawn from the Allegheny Conference Education Fund's small grants for teachers program in Pittsburgh, Pennsylvania are provided. The program is described as one which provides small grants (approximately \$500) to help teachers explore new techniques and develop innovative educational projects. Materials used to publicize the program, to communicate with applying teachers, and to brief and guide the grant review committee are included with the intent of helping others to start similar programs. Informational brochures, a press release, numerous sample letters, and examples of the types of projects funded are among the materials provided. (EM)

ED 242 019 EA 016 502

A Guide for Improving School Communications for Administrators, Parents, Teachers and Students.

Allegheny Conference on Community Development,

Pittsburgh, PA.; Pittsburgh Public Schools,

Pa.

Spons Agency—Henry C. Frick Educational Commission, Pittsburgh, Pa.; Westinghouse Electric Corp., Pittsburgh, Pa.

Pub Date—79

Note—38p.; Prepared by the Public Information Advisory Committee.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, *Fund Raising, *Guidelines, *Newsletters, *News Media, *News Writing, *Parent School Relationship, *Publicity, *Public Relations, *School Business Relationship, *School Community Relationship, *School Publications, *Student School Relationship

Identifiers—PF Project

Guidelines for communicating information about a school and its programs are provided in this handbook. The following topics are included: (1) how to encourage good school-community relations with the active involvement of students, parents, businesses, senior citizens, and the general community; (2) how to develop a fact sheet for school publicity efforts which highlights school personnel, programs, services, facilities, and policies; (3) how to write, design, and distribute a school newsletter; (4) how to use the news media effectively; (5) how to write and present school news in an interesting way to make it appealing to newspaper reporters and editors; and (6) how to use photography effectively for publications. Sample formats for fact sheets and newsletters are provided. Eleven ideas for fundraising projects for school groups are described. A list of resources both inside and outside of school are mentioned as possible sources of assistance with school communication and public relations tasks. (JW)

ED 242 020 EA 016 504

Mini-Grants for Teachers, 1981-82. Final Report.

Allegheny Conference on Community Development,

Pittsburgh, PA.

Pub Date—82

Note—118p.; For related documents, see UD 022 917 and EA 016 501.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Annual Reports, *Elementary Secondary Education, *Financial Support, *Foundation Programs, *Fund Raising, *Grants, *Grantsmanship, *Incentive Grants, *Instructional Innovation, *Philanthropic Foundations, *Private Financial Support, *Program Proposals, *Proposal Writing, *Teacher Motivation, *Teacher Participation, *Teachers

Identifiers—*Minigrants, *PF Project, *Pittsburgh School District PA

This document reports the results of the Allegheny Conference Education Fund's mini-grant program which was responsible for funding over 230 teachers, at all grade levels, in the Pittsburgh Public School system during 1981-1982. The following topics are covered: (1) the definition and purpose of a mini-grant, a description of the review committee, and the mini-grant application and selection process; (2) some of the results of the funded projects for students and teachers, county recognition resulting from the program, evaluations from all teachers and principals involved in the program, other projects resulting from the mini-grant program, and some quotes from teachers reflecting the spirit of their responses; (3) descriptive synopses for projects in rounds I through VI of the funding that were not completed in time for the 1979-1981 mini-grant report; (4) Appendix A, which includes the mini-grant cycle, selection criteria, and application process; and (5) Appendix B, which includes a financial analysis, analysis by subject area, and a chart showing the mini-grants awarded by type of school. An alphabetical listing of teachers receiving the grants is also included. (JW)

ED 242 021 EA 016 506

Partnerships with Schools Forum: Summary and Proceedings.

San Diego County Dept. of Education, Calif.

Pub Date—84

Note—37p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Agency Cooperation, *Community Involvement, *Community Support, *Conferences, *Cooperative Programs, *Decision Making, *Elementary Secondary Education, *Government School Relationship, *Industry, *Leadership, *Military Organizations, *Reports, *School Business Relationship, *School Community Programs, *School Community Relationship, *School Involvement, *School Support

Identifiers—Adopt a School, *PF Project, San Diego

County Department of Education CA

The summary and proceedings of the San Diego County Partnership with Schools Forum held in San Diego on April 21-22, 1983 are presented. The forum was cosponsored by policy makers in education and industry for the purpose of sharing information and partnership planning opportunities for business, industry, the military, and government with the educational community. This conference report describes the issues that were raised and discussed and gives detailed summaries of the remarks made by speakers and panelists. A summary of the evaluations of the forum, recommendations made by the participants, and outlines of future plans and follow-up activities are also included. Four important issues dealt with at the conference were: (1) state and national perspectives on partnerships; (2) dynamics which make quality partnerships work; (3) realities and opportunities for partnership alliances; and (4) critical issues regarding partnerships and action strategies for increasing and strengthening partnerships. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (EM)

ED 242 022 EA 016 508
San Diego County Adopt-A-School Program.
San Diego County Dept. of Education, Calif.
Pub Date—84

Note—13p; Brochure contains small print.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communication (Thought Transfer), Community Organizations, Community Resources, *Community Support, Demonstration Programs, Elementary Secondary Education, Military Organizations, Program Descriptions, Public Relations, *School Business Relationship, School Community Programs, *School Community Relationship, School Involvement, School Support

Identifiers—*Adopt a School, PF Project, *San Diego County Department of Education CA
The San Diego County (California) Adopt-A-School program, established in the spring of 1982, is a partnership program that has paired San Diego schools at all grade levels with local businesses, military commands, and service organizations. The purpose of Adopt-A-School is to foster better understanding of public schools in San Diego, strengthen and improve school programs, create a climate of involvement and interaction between business and schools, and involve the community in preparing for its own economic future. The benefits to the students have been in many areas including career education, role modeling, tutoring, and counseling. Some of the benefits the adopters have shared have been improved public relations and an opportunity for input into the school curriculum. More than 150 adoptions were made in the first year. Participants have included the Hewlett-Packard Company, the United States Navy, and the Pacific Telephone Company. Public officials at the local, state, and national levels have endorsed the program. A list of school districts, schools, and their adopters is included in a brochure which explains the program to the business community. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (EM)

ED 242 023 EA 016 509
Brimm, Paul and Others
Guide for School Evaluation Based on "A Nation at Risk...The Imperative for Educational Reform."
Iowa Association for Supervision and Curriculum Development.
Pub Date—Oct 83

Note—71p.
Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Art Education, Curriculum Development, *Curriculum Evaluation, *Educational Improvement, *Educational Needs, Educational Quality, Elementary Secondary Education, *Evaluation, Methods, Individual Needs, Language Arts, Mathematics Education, Science Education, Social Studies, Teacher Effectiveness, Teacher Promotion

Identifiers—National Commission on Excellence in

Education, Nation at Risk (A), PF Project

Developed to assist schools in making an in-depth study of the recommendations set forth in "A Nation at Risk," this package of evaluation materials provides questions and a structure to guide data collection and analysis. A separate section of instructions precedes the evaluation instruments and contains a list of recommended reading for schools undertaking an evaluation, recommendations for establishing a coordinating committee to plan and supervise the evaluation, and a discussion of the role of teacher subcommittees in pursuing specific aspects of the evaluation. The evaluation instrument is divided into sections for social studies, English, science, mathematics, and the arts. Each section follows a uniform format. Educators react to 36 statements stemming from "A Nation at Risk" by indicating their opinion of the recommendation, the current practice in their school with regard to the statement, and the action decided upon. Also provided are suggestions for collecting data relevant to each recommendation. Recommendations concern curriculum content and design, student assignments, teacher qualifications, special programs for special populations, attendance, and teacher salaries and promotion. (LP)

ED 242 024 EA 016 510
Tremain, Karen
School District Reorganization. SMERC Alert!
Information for Professional Excellence.
San Mateo County Office of Education, Redwood City, CA. SMERC Information Center.
Pub Date—Mar 84

Note—3p.
Pub Type—Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Declining Enrollment, Elementary Secondary Education, Enrollment Projections, *Instructional Program Divisions, Junior High Schools, Literature Reviews, Middle Schools, Resource Materials, *School Closing, *School District Reorganization, Success

Identifiers—PF Project
This overview of the literature on school district reorganization: (1) cites four reasons for reorganization; (2) gives two statistics on projected declines in student enrollment; (3) presents factors to be considered during the process of closing a school; (4) lists six administrative leadership skills needed during the school closure process; (5) provides an overview of the issue of middle schools versus junior high schools; and (6) offers five elements of a successful reorganization effort which have been learned from past experience. A bibliography of resources on topics covered in this review cites three journal articles and one Educational Resources Information Center (ERIC) microfiche document. (DC)

ED 242 025 EA 016 512
Adopt-A-School Program.
Los Angeles Unified School District, Calif.
Pub Date—[84]

Note—16p.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Business Responsibility, Community Involvement, *Cooperative Programs, Elementary Secondary Education, Field Trips, Human Resources, Industry, Program Descriptions, Public Education, Public Relations, Public Schools, *School Business Relationship, *School Community Relationship, School Involvement, *School Support

Identifiers—*Adopt a School, Los Angeles Unified School District CA, PF Project
The Los Angeles Unified School District's Adopt-A-School Program is described as a program where a business or an industry sponsors a school. Some of the ways business and industry can help students are to provide role models, tutor students, give mini-course lectures, share hobbies, offer counseling, give club sponsorship, provide summer employment to students, conduct tours and field trips, sponsor contests, and provide cultural experiences. The following materials are included: (1) 67 selected activities for businesses and schools; (2) 12 steps the school can take to build a lasting and successful partnership; (3) 11 steps that business can take to build a lasting and successful partnership; (4) suggestions for a successful tour of a company, including directions to the teacher and to the company coordinator for before, during, and after the tour; (5) two issues of the district's Adopt-A-School newsletter; and (6) a brochure containing information on

the program. This brochure points out the benefits to business and to students, ways in which businesses can sponsor schools, five simple guidelines for a school-business relationship, and a contact person for industries or businesses who may be interested in the Adopt-A-School Program. (EM)

ED 242 026 EA 016 513
Salser, Mark R.
Individualized Learning Center Management: A User's Guide.

Educational Research Associates, Portland, OR.
Report No.—ISBN-0-89420-236-7
Pub Date—83
Note—54p; Portions may be marginally legible.
Available from—National Book Company, 333 Southwest Park Ave., Portland, OR 97205-3784 (1-5 copies, \$4.95 ea., 6 or more, \$3.96 ea.)
Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Audiotape Recorders, *Audiotape Recordings, Carrels, Cost Effectiveness, Educational Equipment, Elementary Secondary Education, Guidelines, *Individualized Instruction, *Instructional Materials, *Learning Laboratories, Multisensory Learning, Public Relations, Purchasing, *Teaching Methods, Workbooks

Identifiers—PF Project
Guidelines for replicating the Educational Research Associates' (ERA) individualized instruction system are presented. The ERA system uses audio recordings in place of traditional lectures for student instruction. The audio recordings are augmented by a printed syllabus or workbook which requires substantial notetaking and/or problem solving so that students are presented with a visual stimulus as well as an aural stimulus. Topics covered in this guide include: (1) background on individualized instruction and the ERA system; (2) the advantages of individualized instruction for teachers and students; (3) a description of the ERA instructional program and materials; (4) suggestions for purchasing and arranging hardware and furniture for an Individualized Learning Center; (5) an analysis of costs based upon the number of students and course offerings involved; (6) guidelines for managing the facility; (7) recommendations for teaching strategies; (8) suggestions for public relations; and (9) a 28-item bibliography of suggested readings on individualized instruction and student learning. A subject index is provided. (DC)

ED 242 027 EA 016 514
Salser, Mark R.
Individualized Instruction.

Educational Research Associates, Portland, OR.
Pub Date—[80]
Note—5p; Chart on third page contains small type.
Pub Type—Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, *Cost Effectiveness, Elementary Secondary Education, High Schools, Individual Instruction, *Individualized Instruction, *Learning Laboratories, *Lecture Method, Mastery Learning, Opinion Papers, Student Teacher Ratio, *Teacher Effectiveness, Teacher Role, Teaching Methods, Time Factors (Learning)

Identifiers—PF Project
Individualized instruction optimizes time spent by student and teacher for the greatest benefit of both. Most instructional time is currently spent lecturing. By replacing live lectures with recorded lectures, the teacher is free to provide personal, individualized instruction to each student. An effective one-to-one student-teacher ratio is established. Individualized instruction puts fewer demands for routine tasks on the teacher; however, it requires resourcefulness and ingenuity to ensure that each student masters every part of a subject. While individualized instruction requires a greater initial investment in materials and equipment, financial savings can be realized. During five years of individualized instruction at the Centennial High School Business Learning Center, the cost per student was significantly less than it would have been under the traditional lecture system. Individualized instruction requires a higher student-teacher ratio in order to achieve cost effectiveness; however, because the teacher is freed from routine tasks, this does not pose a problem. A school can offer more courses since students in the same learning center do not need to be studying the same material. Mainstreaming of handicapped and gifted students is also enhanced. Individualized instruction is a framework the central theme of which is adaptability. (DC)

ED 242 028 EA 016 519
Sacramento City Unified School District Chapter 1/State Compensatory Education Handbook Series.

Sacramento City Unified School District, Calif.
 Pub Date—84
 Note—123p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Administrator Guides, Child Neglect, *Compensatory Education, *Compliance (Legal), *Delinquency, Demonstration Programs, Disadvantaged, Elementary Secondary Education, Federal Aid, *Federal Legislation, Guidelines, Institutional Schools, Private School Aid, *Program Administration, Recordkeeping, School Aides, School Districts, School Funds, State Aid, *State Legislation, State Programs

Identifiers—California, *Education Consolidation Improvement Act Chapter 1, Elementary Secondary Education Act Title I, PF Project

Four handbooks developed by the Consolidated Programs Department of the Sacramento City Unified School District (California) provide a means by which the multitude of federal, state, and district rules and regulations pertaining to compensatory education can be understood. The "Consolidated Programs Office Management Procedures" handbook covers: ranking and funding for Chapter 1 of the Education Consolidation and Improvement Act (ECIA, Chapter 1—formerly called Title I), State Compensatory Education (SCE), and School Improvement Program (SIP); reading and using the monthly budget printout; writing purchase requisitions; keeping records of allowable expenditures; and keeping records for consolidated programs. The "ECIA Chapter 1 and State Compensatory Education" handbook contains 154 topics in the areas of program history and philosophy, fiscal management, eligibility, testing, program management, program personnel, school advisory committees, and pupil services. The "Nonpublic School ECIA Chapter 1" handbook describes procedures for providing services to nonpublic school pupils. The "ECIA Chapter 1 Neglected and Delinquent Program" handbook details the Chapter 1 program in institutions for neglected and delinquent children. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (EM)

ED 242 029 EA 016 524
Feeney, J. D.

A PERT/CPM of the Computer Assisted Completion of The Ministry September Report. Research Report.

Metropolitan Separate School Board, Toronto (Ontario). Research Dept.

Pub Date—Jan 82
 Note—80p; Portions of appendices may be marginally legible due to small or poor quality print.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Annual Reports, Catholic Schools, Critical Path Method, *Efficiency, Elementary Secondary Education, Foreign Countries, *Job Simplification, *School Statistics, Statistical Studies, Tables (Data), *Time Management

Identifiers—Program Evaluation and Review Technique, *Toronto Separate School Board ON

Using two statistical analysis techniques (the Program Evaluation and Review Technique and the Critical Path Method), this study analyzed procedures for compiling the required yearly report of the Metropolitan Separate School Board (Catholic) of Toronto, Canada. The computer-assisted analysis organized the process of completing the report more efficiently than the old hand-completion procedures and also allowed completion within the given time constraints. Analysis showed that time constraints allowed little delay at any stage, increasing the importance of efficiency. (JW)

ED 242 030 EA 016 525
Feeney, J. D.

An Analysis of Mobility and Migration in Metro Separate Schools. Research Report.

Metropolitan Separate School Board, Toronto (Ontario). Research Dept.

Pub Date—Jan 82
 Note—43p; Portions of text and tables may not reproduce due to poor quality of print.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Catholic Schools, Elementary Secondary Education, Enrollment, *Enrollment Influences, *Enrollment Projections, *Enrollment Trends, Foreign Countries, Public Schools, *School Demography, Tables (Data)

Identifiers—*Toronto Separate School Board ON

In order to reflect accurate comparative enrollment estimates and projections for public and Catholic schools in Ontario (Canada), student mobility between the two systems should be measured within the same geographical area. Because Ontario government statistics show only migrations in and out of large geographical units, the need for long-term projections for each system compelled the Catholic system's metropolitan Toronto district to compile data on movement of students, showing both mobility between systems and area migrations. For the 4 years from 1978 through 1981, figures show that the rates of migration to and from the two operating systems were different from migration to or from the Toronto area, and different from the rate of movement of students between schools within that area. (JW)

ED 242 031 EA 016 527
Newmann, Fred M. Kelly, Thomas E.

Human Dignity and Excellence in Education: Guidelines for Curriculum Policy. Final Report.

Wisconsin Center for Education Research, Madison.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 83
 Grant—NIE-G-81-0009

Note—63p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Academic Standards, Curriculum, *Curriculum Design, *Curriculum Development, Educational Improvement, Educational Policy, Elementary Secondary Education, *Humanistic Education, Outcomes of Education, School Effectiveness, Self Actualization, Self Confidence, Self Esteem, *Student Educational Objectives

The contemporary preoccupation with academic achievement may overlook the importance of preserving students' self-worth. Rankings of students are too often linked to judgments of moral worth; instead, the promotion of equal dignity in four areas (material well-being, individuality, communal affiliation, and wholeness) must form the broad goals of education. Even the pursuit of excellence can ultimately fail when human needs are ignored and only evidence of achievement is emphasized—when school standards do not actually reflect mastery of skills, when curriculum is narrow and self-serving, when limited resources are devoted to the gifted only, or when social responsibility is valued below individual achievement. Policy-makers at all levels can minimize these destructive effects by promoting diverse forms of competence, providing support services for slow learners, encouraging cooperative activities in schools, integrating academic disciplines and spheres of school and community life, and including parents and students in decisions affecting school policy and procedure. (JW)

ED 242 032 EA 016 533
Streetfield, David Thompson, Sue

Administrative Use of Computers by Local Education Authorities: Report of a Questionnaire Survey.

Education Management Information Exchange, Slough (England).

Pub Date—Nov 83
 Note—22p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Administration, *Educational Technology, Elementary Secondary Education, Foreign Countries, *Management Information Systems, *Microcomputers, *Minicomputers, National Surveys, Postsecondary Education, School Based Management, School Surveys, Systems Development

Identifiers—Education Management Information Exchange, England, *Local Education Authorities (United Kingdom), Wales

A 1983 survey conducted in England and Wales by the Education Management Information Exchange and the Society of Education Officers Industry Committee examined the widespread administrative use of computers and related tech-

nology in Local Education Authorities (LEA's). This report summarizes responses from 95 of the 108 LEA's in the survey area. Categorizing respondents by location, it analyzes data on the following: use of mainframe or minicomputers, microcomputers, word processors, and other information technology in LEA's; use of computers in schools and further education establishments; plans for hardware acquisition; present applications of mainframe or minicomputers and of microcomputers; and plans for new applications. The following major trends are identified: (1) LEA's and schools are rapidly bringing in computers when resources are restricted; (2) LEA's are increasingly emphasizing "people records" applications over financial accounting; and (3) LEA's are working toward computer-based management systems, but reluctance to curtail school autonomy hinders the realization of this goal. An appendix provides a complete table of the responses. (MCG)

ED 242 033 EA 016 534
Raise Expectations to Achieve Excellence.

National School Boards Association, Washington, DC. Educational Policies Service.

Pub Date—Feb 84
 Note—8p.

Journal Cit—Updating School Board Policies; v15 n2 Feb 1984

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Attendance, *Child Abuse, Elementary Secondary Education, Family School Relationship, Grading, *High School Students, Incentives, *Learning Motivation, *Motivation Techniques, Recognition (Achievement), School Effectiveness, School Security, Student Promotion, *Test Coaching

Identifiers—Commission on Academic Excellence, Scholastic Aptitude Test

The lead article of this pamphlet examines means of motivating public school (especially high school) students to accept greater academic challenge, without relying on budget increases. Measures being applied in school systems nationwide include special diplomas for students who meet exceptional standards in prescribed curricula; "weighted grading" systems that make difficult courses more attractive by raising their grade-point values; in elementary schools, stricter retention/promotion policies based on learning objectives, with remedial programs for retained students; greater academic eligibility requirements for extracurricular activities, with assistance for students who have trouble meeting the requirements; flexible but well-enforced attendance policies; more frequent homework assignments; and finally, awards and/or public recognition for a variety of student achievements. Other brief articles discuss (1) the role of public schools in helping students prepare for the Scholastic Aptitude Test; (2) ways to encourage teachers to identify and report child abuse; and (3) prohibition of firearms in schools. (MCG)

ED 242 034 EA 016 536
Achilles, C. M. Lintz, M. N.

Public Confidence in Public Education: A Growing Concern in the 80's.

Pub Date—Nov 83
 Note—39p; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 1983).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Administrator Attitudes, Educational Administration, Educational Assessment, Educational Change, Elementary Secondary Education, Information Dissemination, Literature Reviews, *Marketing, Mass Media, *Organizational Communication, *Public Opinion, *Public Relations, Public Schools, *School Community Relationship, *School Support, Surveys, Teacher Attitudes

Identifiers—*Phi Delta Kappa

This literature review and analysis of the problem of building community confidence focuses on the work of the Phi Delta Kappa (PDK) Commission on Developing Public Confidence in Schools. Approaches to confidence building are categorized as: communications, concentrating on expanding communications one-way between school and the home; public relations and seeking public involvement through opinion polls; and marketing, an extension of public relations that targets specific segments of the total audience for information. Assumptions,

strategies, advantages, disadvantages, and leading advocates for each approach are tabulated. Relevant literature is outlined in a table summarizing the public relations, school-community relations, or communications practices/techniques described in the studies cited and categorizing communications practices in terms of learning style and action level. This summary of research identifies a heavy reliance on the mass media that is interpreted as reflecting the needs of efficiency, one-way flow of information, and reaching all members of the community. After a description of a PDK commission survey exploring public perceptions of factors causing gains and losses of confidence in the schools, the article concludes with an update of commission activities. Appendixes include a seminar model for expanding confidence-building efforts, and a table of categories, definitions, and examples. (MJL)

ED 242 035 EA 016 537

Oliver, Ronald L.

Retrenching Secondary and Elementary School

Teachers: A Mathematical Model.

Pub Date—15 Dec 83

Note—38p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Board of Education Policy, Economics, Educational Administration, Elementary Secondary Education, *Evaluation, *Principals, *Reduction in Force, *Retrenchment, Superintendents, *Teacher Effectiveness

Retrenchment is defined as the reduction of secondary and elementary school teachers. Retrenchment is carried out in two ways: reduce by program or reduce by teacher. In this paper the author proposes a mathematical model for use in reduction by teacher. The key educational manager for implementing the model is the building principal, who should be professionally prepared and personally dedicated. The retrenchment model is composed of 5 major categories and 10 subcategories that are used for teacher ranking. Teachers are compared to each other in norm groups by the same scorer to maintain reliability. It is important that the board of education have a policy regarding retrenchment and that the superintendent and principals know far enough in advance the number of teachers to be dismissed. (Author/MD)

ED 242 036 EA 016 538

Educational Planning: A Reappraisal.

Organisation for Economic Cooperation and Development, Paris (France).

Report No.—ISBN-92-64-12500-0

Pub Date—83

Note—362p.; Light print throughout document.

Available from—OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, DC 20006-4582 (\$24.00).

Pub Type—Reports - Research (143) — Reports - Evaluative (142) — Opinion Papers (120) — Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational Administration, Educational Development, Educational Finance, Educational Needs, *Educational Planning, *Educational Policy, *Educational Research, Formative Evaluation Trends, *Foreign Countries, Formative Evaluation, Futures (of Society), Government School Relationship

Identifiers—Australia, France, Germany, Japan, Norway, *Organisation for Economic Cooperation Development

This reappraisal of educational planning, implementing a decision of the Education Committee for the Organisation for Economic Cooperation and Development (OECD), has two main objectives: to review the evolution of concepts, approaches, and practices of educational planning in member countries during the past 20 years; and to identify new features of planning that can help educational authorities design future policies that take account of changing educational demand and limited financial resources. The book is divided into three thematic parts to give conceptual consistency to the various contributions. Part I, "The Evaluation of Educational Planning Concepts and Approaches," consists of three chapters: (1) "An Overview" by C. Soumelis; (2) "Educational Policy Planning and Educational Research" by K. Hufner (a model for communication between the two professions); and (3) "New Features in Educational Planning," a critique by K. Eide. Part 2, "The Practice of Educational

Planning: Country Experience" is divided into two chapters describing educational planning in countries (4) with federal systems of government (Australia and Germany) and (5) with unified systems of government (France, Japan, and Norway). Part 3, "The Future of Educational Policy/Planning," is likewise divided into two chapters: (6) "Long Range Educational Policy Planning Perspectives in OECD Countries: A Review of Issues and Policy Proposals," by J. Tinbergen and G. Paschopoulos; and (7) "An Agenda for the Future: A Framework for Educational Policy Planning" by G. Williams. (TE)

ED 242 037 EA 016 539

Batten, Margaret

Issues of the Eighties: Principals' Perspectives and

School Practices. ACER Research Monograph

No. 22.

Australian Council for Educational Research, Hawthorn.

Report No.—ISBN-0-85563-349-2

Pub Date—83

Note—116p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Basic Skills, *Bilingual Education

Programs, Career Exploration, Cooperative Programs, Core Curriculum, *Curriculum Development,

Discipline, *Educational Change, Educational Objectives, Elementary Secondary Education, *Foreign Countries, *Parent Participation,

Participative Decision Making, *Principals, Private Schools, Public Opinion, Public Schools, Questionnaires, School Administration,

School Community Programs, School Policy, Secondary School Curriculum, Student Development,

Student Evaluation, Teacher Guidance, Transitional Programs

Identifiers—*Australia, Pastoral Counseling

Over recent years there has been an increasing amount of public and political discussion of educational directions and educational accountability in relation to Australian primary and secondary schools. The study reported in this monograph attempted to address these concerns through a four-stage process: a review of literature exploring community expectations of schooling; the development of a classification of educational issues; a survey of 400 primary and secondary government and nongovernment school principals to determine their priorities among the issues; and detailed studies of school practices that exemplified the priority issues in 27 of the survey schools. Some significant differences between the groups emerged in the data analysis: pastoral care and moral education were issues of particular importance to nongovernment school principals from both levels; cooperative learning was particularly important to primary government school principals; preparation for the world of work was much more important to secondary school principals than it was to primary school principals; and the issues of technology in education and special social competencies were of particular importance to secondary government school principals. From the study of selected schools a number of factors were identified in the areas of program, process, and personnel that were associated with successful practice. (Author/MJL)

ED 242 038 EA 016 540

Leider, Robert

Students' Guide to Scholarships and Loans.

National Association of Secondary School Principals, Reston, Va.

Report No.—ISBN-0-917760-37-9

Pub Date—83

Note—68p.; Some sections of small print may not reproduce.

Available from—Publications Sales, Octameron Press, P.O. Box 3437, Alexandria, VA 22302 (\$2.75). Order by commercial title: "Don't Miss Out."

Pub Type—Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Donors, Eligibility, Family Financial Resources, Financial Support, Grants, Higher Education, Income Contingent Loans, Instructional Student Costs, Loan Repayment, *Need Analysis (Student Financial Aid), Parent Financial Contribution, Private Financial Support, *Scholarship Funds, *Scholarships, Self Supporting Students, *Student Costs, *Student Financial Aid, Student Financial Aid Officers, *Student Loan Programs

This comprehensive guide to financial aid takes

college-bound students through a step-by-step process of defining their monetary needs and locating sources of finance to meet those needs. Part I provides "Useful Things to Know," including an overview of college in the eighties, 20 tips for hard times, and misconceptions that can cost time and money, followed by instructions on using the guide. Part II, "Understanding Financial Aid," shows how to calculate the difference between college costs and available resources, and provides a process analysis for developing a need-based financial aid package. It also covers consumer and personal finance aspects, including no-need awards, strategies for attracting financial aid, cash-flow problems, and long-range planning. Part III consists of 13 chapters on diverse sources of financial assistance, including college-based aid; federal, state, and private sources; parental eligibility; affiliations; rewards for excellence; athletic scholarships; money from career interests; money for minorities and women; and special situations. Part IV consists of ideas and tips for lowering the cost of education. A list of additional references is provided along with two appendixes consisting of forms and tables for determining family contributions for dependent and independent students. (TE)

ED 242 039 EA 016 541

Hendrick, William Edward

The Bureaucratization of a County Schools Office:

An Historical Field Study of the County Superintendent of Schools Office in Riverside County,

California.

Pub Date—Jan 84

Note—43p.

Pub Type—Historical Materials (060) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrative Organization, Boards of Education, *Bureaucracy, County Programs, *County School Districts, *Educational History,

Elementary Secondary Education, Interviews, Organizational Climate, *Organizational Theories, Research, Rural Schools, School Administration, *School Organization, Services, Superintendents

Identifiers—*Riverside County Schools CA

The bureaucratic nature of school organizations is now commonly acknowledged. According to Carlson's description of four types of service organizations, school organizations are "domestic" rather than "wild" in that they do not have to compete with peer organizations for their own survival. To investigate the historical development and bureaucratization of the Riverside County (California) Superintendent of Schools Office since its creation in 1893, this study collected data from 26 interviews and from historical and scholarly works, documents, and empirical studies. The data were analyzed to determine the process of the county office's bureaucratization, and the data's implications for school administration. Findings indicate that the county office has evolved as a "wild" organization creating new services to meet its clients' needs. Once external societal pressures had established the need to provide educational support services to rural school districts and the county office had been set up to deliver these services, an internal bureaucratic, administratively hierarchized structure began to develop. The findings further suggest the need both for school administrator training in organizational differences between school types and for a comparative research project involving two county offices. (JBM)

ED 242 040 EA 016 542

Standards for Technology Education, Bulletin No.

3220.

Wisconsin State Dept. of Public Instruction, Madison. Bureau for Vocational Education.

Pub Date—83

Note—66p.; This project was supported by funds appropriated under the Educational Amendments of 1976-Title II, Public Law 94-482, Project #2-99920/L084.

Pub Type—Tests/Questionnaires (160) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Educational Assessment, *Evaluation, *Industrial Arts, Secondary Education, *Standards, *Technology

Identifiers—American Industrial Arts, Office of Education

This handbook consists of standards and assessment forms for use in evaluating technology education programs. The standards were developed by the United States Office of Education through a con-

tract with the Virginia Polytechnic Institute. The standards are divided under 10 topic headings: philosophy, instructional program, student population served, instructional staff, administration and supervision, support systems, instructional strategies, public relations, safety and health, and the evaluation process. The standards are provided in a format for the use in assessment of all elements of a technology education program. (MD)

ED 242 041 EA 016 543

Patterns of Government for Wisconsin School Districts. Bulletin No. 3233. Revised.

Wisconsin State Dept. of Public Instruction, Madison. Div. for School Financial Resources and Management Services.

Pub Date—83

Note—18p.; Tables may reproduce poorly due to small print.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Organization, Elementary Secondary Education, *Governance, *School District Reorganization, *School Districts, School District Size, School Organization, *State School District Relationship

Identifiers—Wisconsin

Despite their autonomy in school governance, school districts are creatures of state legislatures, and changes in school district organization are necessary to keep pace with changing needs. Accordingly, the types of Wisconsin school districts are described, and state statutes governing each type of district are provided. The first type—common school district—operates both elementary and high schools, derives authority from an annual meeting of electors, and has school boards elected at large or by apportionment. Statutes are cited governing powers of annual meeting, school board meetings and reports, school board duties, school board powers, and auditing of school district accounts. Other school district types include union high school districts, city school districts, and unified school districts. Union high school districts differ from common school districts in that they operate only high school grades (9-12), and their powers to authorize indebtedness are circumscribed. City school districts were dissolved by the legislature, but are nevertheless included. They do not have general meetings, and school boards are dependent for their authority on a fiscal board consisting of city council and municipal executives. Unified school districts likewise do not have an annual meeting, but unlike city districts, they are fiscally independent of city governments. Statutes governing school board meetings, powers, and duties are provided. The final type—"city of the first class"—refers to Milwaukee, the only school district on this type, which is covered by Chapter 119 of the Wisconsin statutes, with authority vested in a 9-member school board elected at large. (TE)

ED 242 042 EA 016 544

School and the Workplace: The Need for Stronger Links. A CEA Report.

Canadian Education Association, Toronto (Ontario).

Report No.—ISBN-0-919078-88-5

Pub Date—83

Note—128p.

Available from—Publications, Canadian Education Association, Suite 8-200, 252 Bloor Street, W., Toronto, Ontario M5S 1V5 Canada (\$6.00 Canadian).

Pub Type—Guides - Non-Classroom (055) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Community Action, Community Attitudes, Community Change, Community Problems, Definitions, *Education Work Relationship, Elementary Secondary Education, Employment Problems, Federal State Relationship, Human Resources, *Local Issues, Problem Solving, *School Business Relationship, *School Community Relationship, State Programs, Unemployment, *Youth Employment

Identifiers—Canada

Following a brief introduction, chapter 1 of this study seeks to establish a framework for building stronger links between school and the workplace by calling attention to the need for (1) an ongoing analysis of the local economy in the context of the regional, national, and global economy; (2) a standing representative community consultation, planning, and action group; (3) a varied and comprehensive community-based program to increase the articula-

tion between school and workplace; and (4) realistic and appropriate provincial and federal policies supporting youth participation in the community's economic life. Chapters 2-11 contain reports by separate authors on the current relationship between school and the workplace in British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Quebec, New Brunswick, Nova Scotia, Prince Edward Island, and Newfoundland and Labrador. The study's final chapter, "A Community-based Response," emphasizes the need for a fundamental and radical change in Canadian society's views of what constitutes "work" through a redefinition of the problem beginning at the local level. (JBM)

ED 242 043 EA 016 545

In Summary: State Superintendent's Fall Conference for School District Administrators (September 15-16, 1982).

Wisconsin State Dept. of Public Instruction, Madison.

Pub Date—82

Note—31p.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Educational Finance, *Educational Trends, Elementary Secondary Education, Higher Education, Instructional Improvement, *Science Education, *Teacher Effectiveness, Teacher Welfare, *Vocational Education

Identifiers—Wisconsin

This document summarizes seven speeches on educational issues in Wisconsin. Dr. Ernest Boyer advocates recognition and reward for quality teachers and identifies developing language skills as the essential purpose of public education. Dr. Carolyn Warner defends free public education and criticizes tuition tax credits. Dr. James Rutherford urges more federal support, better training and pay for teachers, and more attention to instructional matters by administrators who focus more on leadership. Dr. Arthur White discusses the role of educators in preparing children and the public for coming changes. He cites studies on future private financial support to the public sector and future jobs. Dr. Herbert J. Grover examines competency testing; science, math, and technology education; educational finance; teacher competency; university standards; and vocational education. Dr. Richard Rossmiller discusses ways to manage school resources to improve student achievement, including school organization, classroom management, discipline, and time on task. Dr. Dena Stoner stresses vocational education at the secondary level, a component which, despite its importance, is often first to be affected by budget cuts. She urges reauthorization of the Vocational Education Act in 1984, teaching of generic vocational skills, and inclusion of vocational education as part of the regular curriculum of every student. (PB)

ED 242 044 EA 016 546

Grover, Herbert J.

The 1981-1983 Biennial Report. Bulletin No. 4157.

Wisconsin State Dept. of Public Instruction, Madison.

Pub Date—83

Note—30p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrative Organization, Budgeting, Bureaucracy, *Coordination, Disabilities, Educational Finance, Elementary Secondary Education, Instruction, Library Services, Pupil Personnel Services, *School Administration, *State Departments of Education, State Government, State Legislation, *State Officials, State School District Relationship, Statewide Planning

Identifiers—*Wisconsin Department of Public Instruction

This report describes the Wisconsin Department of Public Instruction's activities and initiatives during the past 2 years and some of the major directions for the 1983-85 biennium. The department's five administrative divisions and selected corresponding subdivisions are presented as follows: (1) School Financial Resources and Management Services—(financial) aids administration, financial consultation, audits, processing sites, cost control administration, federal aid, pupil transportation, school district organization, private school liaison services, driver education, school facilities, community education, food and nutrition services, and educational oppor-

tunity program; (2) Handicapped Children and Pupil Services—performance and operation of the division, alcohol and other drug abuse, counseling and guidance, bureau for children with physical needs, *Wisconsin school for the deaf; (3) Instructional Services—bureau for program development, bilingual-bicultural education programs, school improvement office, bureau for vocational education, bureau for teacher education and certification, competency-based testing, educational assessment; (4) Library Services—bureau for public and cooperative library services, bureau for instructional media and technology, bureau for interlibrary loan and resource sharing; (5) Management and Budget—personnel administration, fiscal services, policy and budget, general services, word processing systems and data processing, office of legal counsel, equal educational opportunity, and education information services. (JBM)

ED 242 045 EA 016 547

McCleary, Lloyd E.

Field Based Preparation: Toward a Defensible Preparation Program.

Pub Date—[80]

Note—14p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Role, Assessment Centers (Personnel), Decision Making, *Educational Research, Elementary Secondary Education, *Evaluation, *Field Instruction, Leadership, *Management Development, School Districts, *Teaching Methods, Trainees, Vocational Evaluation

Identifiers—General Systems Theory

This paper examines the effectiveness of field-based preparation programs for school administrators. It reviews research in the field, pointing out that leadership, decision-making, and role performance have been the major interest areas. Outlining current theory in field-based program design, the author describes general systems theory as the most recent foundational formulation. The author groups problems and constraints in the field under three classifications: (1) quality of inputs, (2) feedback processes, and (3) the relationship of the university to the larger environment. A mix of instructional methodologies with appropriate materials is necessary for field-based training. In reviewing a list of concerns and problems in the field, the author notes that preparation in a professional field must include a bridge between preparation and practice. He believes that field-based programs, if well conceived and executed, fulfill this need. (MD)

ED 242 046 EA 016 548

Alexander, Karl L. Pallas, Aaron M.

Curriculum Reform and School Performance: An Evaluation of the "New Basics."

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—CSOS-347

Pub Date—Nov 83

Grant—NIE-G-83-0002

Note—50p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Back to Basics, *Core Curriculum, *Curriculum Development, *Curriculum Evaluation, Data Analysis, Educational Quality, Outcomes of Education, Program Evaluation, Scores, Secondary Education, Standardized Tests

Identifiers—*National Commission on Excellence in Education, *New Basics

This report examines whether a high school curriculum organized around the five "new basics" suggested by the National Commission on Excellence in Education is likely to enhance student achievement. Data from the ETS Growth Study reveals that completion of the core curriculum has sizable effects on senior-year test performance, even when prior levels of test performance are controlled. It is also shown that completing the entire core curriculum enhances test performance beyond the effects of coursework in a particular outcome area alone. Importantly, though, completion of the core is effective only if students perform at relatively high levels in their courses. It is concluded that the new basics can be effective in promoting generic skills in the verbal and quantitative domains. For this, the commission gets high marks. However, it is also the case that the commission has failed to provide a compre-

hensive stocktaking on the condition of American education. This is discussed in the concluding comments. An appendix shows course categories used to construct the new basics core curriculum. (Author/TE)

ED 242 047 EA 016 549

Van Meter, Eddy J.
Educational Change: A Selected Bibliography, 1965-1984. A UCEA Resource Document: No. 1401.

University Council for Educational Administration, Tempe, AZ.
Pub Date—84
Note—67p.

Available from—Publications, University Council for Educational Administration, 108 Farmer Building, Tempe, AZ 85287 (\$4.90).

Pub Type—Reference Materials—Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Consultation Programs, Doctoral Dissertations, Educational Administration, *Educational Change, *Educational Development, Educational Innovation, Educational Policy, Elementary Secondary Education, Organizational Change, *Organizational Development, *Policy Formation

The literature relating to educational change produced over the past 2 decades is extensive, informative, and wide-ranging. Accordingly, this bibliography consists of books, articles, monographs, reports, and related publications pertaining to change as manifest in educational settings. Although the academic area of educational administration is the touchstone of the inquiry, a large number of documents from academic areas outside education are nevertheless included, because the content of these documents contributes to an understanding of change in schools and other educational settings. Presented separately is a selected list of doctoral dissertations in educational administration that are germane to the topic of change. Topics covered by the listed documents include organizational development, knowledge production and utilization, user-driven and self-directed change, and neo-Marxist education reform, along with staff development, policy implementation, and consultation for school improvement. The bibliography is divided into three sections: (1) selected bibliography, 1965-1984; (2) selected change-related doctoral dissertations, 1977-1983; and (3) selected bibliography, pre-1965. (TE)

ED 242 048 EA 016 568
Child Development Program Guidelines, 1983 Revision.

California State Dept. of Education, Sacramento. Office of Child Development.

Pub Date—83
Note—86p.; Prepared under the direction of the Office of Child Development, California State Department of Education.

Available from—Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 (\$3.75; California residents add sales tax).

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Role, *Child Advocacy, *Child Development, Child Development Centers, Childhood Needs, *Child Rearing, *Children's Rights, Compliance (Legal), Educational Finance, Government School Relationship, Legal Responsibility, Parent Child Relationship, State Departments of Education, State Legislation, *State Programs, State School District Relationship

Identifiers—*California

The California Office of Child Development's child care and development program is designed to ensure an environment conducive to the development and growth of young children and provide parents the opportunity to work or prepare for employment to support their families. It is also intended to prevent or lessen child abuse or neglect and provide care to children of incapacitated parents. The guidelines described in this document cover all areas of the child care and development program, including the administration of community-based programs, the distribution of funds to county welfare departments for ongoing child care services, the administration of children's center programs, and innovative demonstration programs that

meet special child care needs. Following sections devoted to state administration, contracts, and eligibility, guidelines are presented for admissions and enrollment in the state's six major admission categories: (1) general child care, (2) state-funded migrant child care and development, (3) federal base migratory program, (4) campus child care and development, (5) school-age parent and infant development, and (6) part-time child care. Further sections cover fee schedules, program components, agency administration, due process, and guidelines for resources and referrals, alternative payments, and contract management. (JBM)

ED 242 049 EA 016 569

Firestone, William A. Wilson, Bruce L.
Using Bureaucratic and Cultural Linkages to Improve Instruction: The High School Principal's Contribution.

Oregon Univ., Eugene. Center for Educational Policy and Management.

Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Nov 83

Note—44p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Role, Bureaucracy, Elementary Secondary Education, Governance, Informal Organization, *Interprofessional Relationship, Organizational Climate, *Organizational Communication, *Principals, *School Organization, Social Networks, *Teacher Administrator Relationship

Identifiers—*Linkage Analysis

Principals can influence instruction by working through the linkages that govern teacher behavior. What these linkages are, how they affect instruction, and the impact of the principal on them are the focus of this paper. Two kinds of linkages are distinguished: bureaucratic and cultural. An explanation of both, with particular attention to cultural linkages, is made. The contribution of the high school principal is complicated by the fact that high schools are more loosely linked than elementary schools. Yet, past research attended extensively to bureaucratic linkages without analyzing cultural linkages. It is argued that the high school principal has access to weak linkages of both kinds. The task for the principal is to employ the full range of linkages consistently through a multitude of major and minor actions, in order to generate a common purpose and effect in the school. (Author/TE)

ED 242 050 EA 016 570
Natriello, Gary

Evaluation Frequency, Teacher Influence, and the Internalization of Evaluation Processes: A Review of Six Studies Using the Theory of Evaluation and Authority. Final Report.

Oregon Univ., Eugene. Center for Educational Policy and Management.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Nov 83

Note—54p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Accountability, Elementary Secondary Education, *Evaluation, *Evaluation Methods, Evaluative Thinking, Teacher Administrator Relationship, Teacher Attitudes, Teacher Behavior, *Teacher Evaluation, *Teacher Improvement, *Teacher Supervision

A conceptual framework is developed to consider two dimensions of evaluation systems likely to lead performers to internalize the evaluation process. The theory of evaluation and authority developed by Dornbusch and Scott provides the basis for a review of six studies in support of two propositions: (1) the more frequently performers are evaluated, the more likely they will be to accept or internalize the evaluation process (up to a point); (2) the more influence performers have over evaluation, the more likely they will be to accept or internalize the evaluation process (up to a point). A brief discussion of the theory of evaluation and authority as it applies to schools is followed by a discourse on the rationale for the two propositions cited above. Then the basic features of the six studies supporting these propositions are described. These include two questionnaire studies, two interview studies, and two comparative studies. The next section examines the frequency of evaluation activities as reported by teachers and the degree of influence teachers have over those activities. This is followed by an exami-

nation of the relationships between frequency of evaluation, teacher influence over evaluation, and internalization. These propositions are then discussed in terms of their application to the evaluation of students. The paper concludes by identifying directions for further research and theory construction. (TE)

ED 242 051 EA 016 571

Zeigler, Harmon And Others

The Political Power of Professionalism: A Study of School Superintendents and City Managers.

Oregon Univ., Eugene. Center for Educational Policy and Management.

Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Dec 83

Note—229p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Administrative Organization, Administrative Principles, *Administrator Role, Administrator Selection, Bureaucracy, *City Officials, Comparative Analysis, *Conflict Resolution, Democracy, Educational Trends, Elementary Secondary Education, *Governance, Managerial Occupations, Policy Formation, *Politics of Education, Power Structure, Professional Autonomy, Professional Training, *Superintendents, Trend Analysis

A 3-year research project was conducted to compare the conflict management behavior of school superintendents and city managers, both of whom are professionally trained experts held accountable to lay legislatures. Chapter 1, "Professionalism and Responsiveness," addresses the inherent tension, in a democracy, between elected officials' accountability to the public will and the need of bureaucracies for expert knowledge in decision-making. Chapter 2, "Conflict," analyzes similarities and differences in the way superintendents and city managers traditionally approach conflict management, and the degree to which the two are responsive to their publics. Chapter 3, "The Winning Process," analyzes the ideological and practical consequences of the differences in the training and selection process between city managers and superintendents. Chapter 4, "The Parties to Conflict," covers the whole arena of conflict management with which city managers and school superintendents are involved, including relations with federal, state, and local governments, school role representation, public apathy, interest groups, and collective bargaining. Chapter 5 accordingly concerns "The Selection of Strategies," based on sources and severity of conflict and on individual attitudes and behaviors. Chapter 6 assesses "Future Trends in Education Conflict," including financial, political, and demographic factors, and reexamines the question of responsiveness in light of these trends. A bibliography is provided, along with two appendices: "Professional Attitude Scale Items" and "Leadership Role Scale Items" (TE)

ED 242 052 EA 016 572

Gerardi, Robert J.

Let's Have a National Retirement Program for Mobile Educators.

Pub Date—10 Feb 84

Note—7p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Faculty Mobility, Fringe Benefits, National Surveys, *Retirement Benefits, State Programs, *Teacher Employment Benefits, *Teacher Welfare, Teaching (Occupation)

A recent survey of the 50 states showed a wide variation in buy-back provisions for emigrating teachers who wish to apply prior service from another state toward their pension plan in the state to which they have moved. A chart shows the number of years of buy-back allowed and the specific requirements for claiming them in each of the states, listed in alphabetical order. Sixteen states have no buy-back provision at all, while others have buy-back limitations ranging from 4 to 15 years; 6 states have no limit on the number of years allowed, if individual provisions of the fund are met. On account of this great diversity, the author recommends the development of a "National Mobile Educator Retirement Fund" for those who need it, so that all educators may reap their appropriate reward for a lifetime of service to the profession. (TE)

ED 242 053
Chand, Krishan

EA 016 573

Superintendent-Board Relationship in the United States and Alaska.

Pub Date—84

Note—16p.; For a related document, see ED 226 483.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Measures, *Board Administrator Relationship, Comparative Analysis, Correlation, *Interprofessional Relationship, Multivariate Analysis, *Superintendents, Task Analysis

Identifiers—Alaska

A comparative survey of 46 Alaska school superintendents and 520 in the nation at large reveals that nearly all the superintendents in both groups consider their relationship with the school board to be important and spend a considerable amount of time on that relationship. A positive correlation emerges between the importance superintendents attribute to their relationship with the board and the time they spend on it. Two statistical techniques—canonical correlation and multiple correlation analysis—reveal correlations in both groups (Alaska and nationwide) between the importance superintendents give to their school board relations, time spent on those relations, and assorted task variables. Data are provided for both positive and negative correlations. Positively correlated task variables include freedom to employ and dismiss staff, attitude of community toward education, sense of achievement, and recognition by others, while no correlation emerged for time spent on curriculum, finance, regulations, or staff relations, or for personal/experiential variables. In view of the obvious importance of board-superintendent relations, helpful hints are provided for enhancing this relationship: (1) a well-developed contract, (2) clarification of duties and mutual objectives, (3) cooperative agency building, (4) open communication, and (5) professional development. (TE)

ED 242 054

EA 016 574

Raywid, Mary Anne

Directory: Public Secondary Alternative Schools in the United States and Several Canadian Provinces.

Hofstra Univ., Hempstead, NY. Project on Alternatives in Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—82

Grant—NIE-G-80-0194

Note—174p.; For related document, see EA 016 575.

Available from—Publications, Project on Alternatives in Education, Hofstra University, Hempstead, NY 11550 (\$7.00; make checks payable to Mary Anne Raywid, PAE).

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adolescents, *Experimental Schools, *Nontraditional Education, *Public Schools, School Choice, *Secondary Education

Identifiers—*Project on Alternatives in Education
This directory presents the names and addresses of 2,500 public alternative schools and programs serving secondary school-age children in the United States and three Canadian provinces (Ontario, British Columbia, and Alberta). The addresses are listed alphabetically by state, with the Canadian entries in a separate section at the end. Each school or program listed has been assigned a six-digit number; the first two digits indicate the state (numbered in alphabetical order), the next three designate the school in the order it was located, and the final digit indicates the school type, where discernible: 0 = unspecified, 1 = senior high, 2 = junior high, 3 = middle school, 4 = continuation school, 5 = special population school (special populations may be pregnant teenagers, special education students, and students in punitive programs), 6 = combined junior-senior high, 7 = elementary through senior high, 8 = elementary through junior high. The list will be updated periodically. (TE)

ED 242 055

EA 016 575

Raywid, Mary Anne

The Current Status of Schools of Choice in Public Secondary Education: Alternatives, Options, Magnets.

Hofstra Univ., Hempstead, NY. Project on Alternatives in Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—82

Grant—NIE-G-80-0194

Note—38p.; For related document, see EA 016 574.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Costs, Curriculum, *Educational Environment, Experimental Schools, National Surveys, *Nontraditional Education, Nontraditional Students, Questionnaires, *School Choice, Secondary Education, Student Attitudes, Student Teacher Relationship, Teacher Attitudes, Teacher Role

Identifiers—*Project on Alternatives in Education

Based on a 31-question survey sent to 2,500 alternative secondary schools located across the country, this report summarizes results from the 1,200 schools responding to the questionnaire. Section 1 describes some of the structural features of alternative schools, including where they are, why they were started, organizational characteristics, size, and growth. Following a look at the students who attend alternative schools in section 2, section 3 examines the following key elements in how such schools work: (1) choice, (2) role diffusion as opposed to specialized staff, (3) autonomy, (4) evaluation, (5) costs, (6) attendance, and (7) future prospects. After a description and evaluation of the distinctive elements, learning activities, and curriculum and skills emphases of alternative school programs in section 4, section 5 provides a brief review of the alternative school experience from the perspectives of students and staff. Section 6 assesses the accomplishments and challenges of alternative education. The report's appendices provide a sample survey questionnaire complete with tallies, bibliographical data on previous alternative school surveys, and additional information about the present survey and its history. (JBM)

ED 242 056

EA 016 576

Robinson, Glen E.

Incentive Pay for Teachers: An Analysis of Approaches. ERS Concerns in Education.

Educational Research Service, Arlington, Va.

Pub Date—Mar 84

Note—23p.

Available from—Publications, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 226-00003; \$6.00).

Pub Type—Information Analyses (070)

Document Not Available from EDRS.

Descriptors—Elementary Secondary Education, Faculty Evaluation, *Incentives, Lesson Observation Criteria, *Master Teachers, *Merit Pay, *Merit Rating, Personnel Policy, Teacher Effectiveness, Teacher Evaluation, Teacher Promotion, *Teacher Salaries

Using data from previous comprehensive studies of incentive pay plans, this report draws conclusions about assessing and implementing various incentive pay plans. Following a brief history of incentive pay plans from 1908 to 1983, an analysis of accumulated research is provided that shows the reasons why incentive pay plans for teachers have failed in the past. The rationale of present basic salary plans is then examined, including their reliance on academic training and years of experience. With this background information, the definitive question of incentive pay—how to determine which are the superior teachers—is approached from three evaluative frameworks. The performance evaluation approach—observing the teacher's input to students—links the salary scale to standards of teacher performance; a second approach, focusing on professional competence, uses academic preparation and experience as indicators of effectiveness; finally, the educational productivity approach measures student achievement as the criterion for teacher promotion. From the three models, the author synthesizes the features necessary in an effective incentive pay plan. (JW)

ED 242 057

EA 016 577

Scheduled Salaries for Professional Personnel in

Public Schools, 1983-84, Part 1 of National

Survey of Salaries and Wages in Public Schools.

Educational Research Service, Arlington, Va.

Pub Date—84

Note—123p.

Available from—Publications, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 219-21690; \$28.00).

Pub Type—Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors—*Administrators, *Compensation

(Remuneration), Elementary Secondary Education, *Expenditure Per Student, *Salaries, Statistical Analysis, Tables (Data), *Teacher Salaries
Providing administrators and policy makers with reliable comparative data, this 1983-84 survey of salaries and wages of school employees focuses on 23 professional positions in 1,217 school systems, reporting separate figures for large, medium, small, and very small school systems. Data are also reported on five levels of per pupil expenditures and for eight geographic regions. The bulk of the report lists salaries scheduled for professional staff for 1983-84 in each of the reporting school systems. A one-page compilation of highlights heads the volume. (JW)

ED 242 058

EA 016 578

Knapp, Michael S. And Others

Cumulative Effects of Federal Education Policies on Schools and Districts. Summary Report of a Congressionally Mandated Study.

SRI International, Menlo Park, Calif.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Jan 83

Contract—400-81-0029

Note—15p.; For the full report of which this is a summary, see ED 229 854.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Decision Making, *Educational Environment, Educational Policy, Elementary Secondary Education, Federal Aid, *Federal Programs, *Federal Regulation, *Government School Relationship, *Instruction, *School Based Management, School Organization

Drawing data from 20 school districts in 8 states, this study assessed the collective impact of federal categorical programs and related civil rights mandates on 6 problem areas in local school districts. Interviews with a variety of respondents in local districts focused on the federal laws' effects on instructional services for target students, possible instructional fragmentation, degrees of interruption or impoverishment of regular classroom programs, influences on school management procedures, and district-level decision-making. Conclusions and policy implications reflect the cumulative effects of federal policy. (JW)

ED 242 059

EA 016 579

Majkowski, Charles

Computer Applications Planning. A Guide to Planning and Implementing a District-Wide Computer Program.

Merrimack Education Center, Chelmsford, Mass.

Pub Date—Jan 84

Note—102p.; Prepared by The Technology Lithouse of the Merrimack Education Center.

Available from—Merrimack Education Center, 101 Mill Road, Chelmsford, MA 01824 (\$9.95)

Pub Type—Guides - Non-Classroom (055) — Reference Materials (130) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Change Strategies, *Comprehensive Programs, *Computer Assisted Instruction, Computer Literacy, *Computer Oriented Programs, Computer Software, Curriculum Design, Curriculum Development, Educational Objectives, Educational Technology, Elementary Secondary Education, Inservice Teacher Education, *Long Range Planning, Microcomputers, Program Budgeting, Program Design, Program Development, Program Implementation, Purchasing, School Districts

Identifiers—Merrimack Education Center MA

Designed to help school districts move from exploring the use of computers in the classroom to the comprehensive planning and development of computer education programs, this guide is organized around five steps essential to the process of developing a district program. Phase 1 includes the following preliminary activities involved in planning for technological change: (1) forming a planning committee, (2) establishing broad direction, (3) conducting orientation activities, (4) compiling an inventory of current computer applications, and (5) identifying the planning resources needed. Phase 2, "Integrating Computers into the Curriculum," requires developing broad goal and student competency statements, setting planning priorities, and developing curriculum objectives and instructional

strategies and applications. Following phase 3, which involves identifying required and actual faculty competencies and establishing a staff development program, phase 4 is devoted to preparing procurement specifications for software and hardware acquisition. The fifth and last phase involves providing for program coordination and implementation by developing logistical, materials, and equipment support systems. The guide's final section, "Looking Ahead," includes a checklist for each stage of the planning and implementation process. Each of the guide's sections on the five major phases concludes with bibliographical information on supplementary readings. (JBM)

ED 242 060 EA 016 580
Wircenski, Jerry

Vocational Education for Disadvantaged Learners.
National Association of Secondary School Principals, Reston, Va.

Pub Date—Mar 84

Note—8p.

Available from—Publications, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (\$1.00; quantity discounts; orders of \$15.00 or less must be prepaid).

Journal Cit—National Association of Secondary School Principals Curriculum Report; v13 n5 Mar 1984

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Case Studies, *Disadvantaged Youth, Heterogeneous Grouping, Mainstreaming, *Program Design, Secondary Education, Student Placement, *Vocational Education, Vocational Training Centers, Work Experience Programs

This report describes three common options for designing a vocational curriculum for special-needs students and then cites operating vocational programs that use each of the options. Mainstream vocational programs, which are modified to suit special needs, as well as self-contained classes and cooperative work-experience classes, are covered. Also noted are projects and centers providing vocational support programs in related disciplines. The projects cited as using various program options are described by their services and goals and are further identified by addresses and contact persons. (JW)

ED 242 061 EA 016 583
Greer, John T.

Theory Oriented Research: Problems and Challenges.

Pub Date—Aug 83

Note—10p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration, to the Organization Theory Interest Group (Missoula, MT, August 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Administrators, Analysis of Covariance, *Compensation (Remuneration), *Cooperation, Correlation, Definitions, Elementary Secondary Education, Employer Employee Relationship, Hypothesis Testing, Organizational Theories, *Participative Decision Making, Power Structure, Research Needs, *Research Problems, Teacher Administrator Relationship, Teacher Effectiveness, *Teacher Motivation

Identifiers—*Georgia

This paper discusses problems the author encountered in attempting to conduct a study of teacher motivation as influenced by a combination of participative decision-making and financial rewards. Over a 3-year period, teacher motivation was to be viewed as influenced by two independent variables—participative decision-making and financial rewards; in the second year, teacher effectiveness and student achievement were to be added as dependent variables. Initial difficulties were encountered in defining motivation, participative decision-making, and, to a lesser degree, financial rewards; further difficulties arose from the assumption of positive correlations among the four variables. To test the validity of these projected correlations, the author planned to compare a control school where no changes would be implemented with a second school where only financial rewards would be instituted and finally, with a third school implementing both participative decision and financial rewards. Thus far, the author has not found a setting in which

to carry out the study to its completion. The author concludes by speculating that the reason he has been unable to do so is that school administrators view participative decision making as a threat to existing power relationships. (JBM)

ED 242 062 EA 016 584
Book, Leon C.

Saving Lower-Enrollment, Advanced-Level Elective Programs: A Way to Get Blood from Turnips.

Pub Date—31 Jan 84

Note—17p.; Paper presented at the Annual Meeting of the National Association of Laboratory Schools (San Antonio, TX, January 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advanced Courses, Declining Enrollment, *Elective Courses, Financial Problems, *Flexible Scheduling, Higher Education, Individualized Instruction, Laboratory Schools, Middle Schools, *Multigraded Classes, *Nongraded Instructional Grouping, Pacing, Performance Contracts, Secondary Education, *Second Language Programs, Small Colleges, Small Schools

An innovative, flexible scheduling technique for advanced levels of a foreign language program is described. The technique, predicated on individualized pacing and continuous progress, is generalizable to all elective programs, and offers a workable solution to satisfy the enrollment "numbers game" and to lend breadth and depth to the curricula of small schools and colleges. Any student beyond the first year, regardless of age and language being studied, can schedule "Advanced Foreign Language" during the hours where this option appears on the master schedule. Students negotiate long-term contracts each quarter and short-term contracts on a daily/weekly basis. For each core lesson, students are provided a checklist that details all the requirements for the lesson and facilitates recordkeeping. In contrast to teacher-center instruction, this individualized instructional method requires teachers to: expend more energy and concentrated effort, have a stronger grasp of the subject matter, keep more complex records, and adjust to being facilitators rather than the center of attention. Appended are sample copies of a master schedule, a long-term contract, a student checklist, and a grade record sheet. (MLF)

ED 242 063 EA 016 585
Fletcher, Dexter

Opportunities and Issues in Computer Based Instruction.

Oregon School Study Council, Eugene.

Pub Date—84

Note—8p.; An adaptation of a presentation made to the Oregon School Study Council Annual Breakfast and Business Meeting (Portland, OR, November 1983).

Journal Cit—OSSC Report; v24 n2 p1-7 Win 1984

Pub Type—Opinion Papers (120) — Reports - Research (143) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, Computer Assisted Testing, *Computer Literacy, Computer Managed Instruction, *Computer Oriented Programs, Educational Technology, Elementary Secondary Education, *Futures (of Society), Individualized Instruction, Inservice Teacher Education, *Long Range Planning, Problem Solving, Programed Tutoring, Technological Advancement

Identifiers—*University of Oregon

Although many people in education are intimidated by the use of computer-based instruction (CBI), others are committed to exploiting the opportunities it provides. Three areas comprise CBI: instruction about computers, instruction by computers, and instruction using computers; the first two areas have received the most attention. (1) Attention to instruction about computers, or computer literacy, has continued to grow rapidly since the early 1970's, and in the future computing teachers will be increasingly in demand. (2) Although the most successful type of instruction by computer thus far has been drill and practice, the goal of using computerized tutorials and tutorial dialogs to increase individualized instruction deserves continued consideration. (3) Similarly, although instruction using computers has been slow to develop, the computer's potential for testing and for creating individualized problem-solving environments should continue to be explored. In Oregon

and elsewhere, the following computer-related issues currently confront the education community: (1) the provision of experimental settings to test the uses of computers in education, (2) student equity in access to computers, (3) software quality, (4) software piracy, (5) the uses of computers for learning outside the school, and (6) certification standards for computing teachers. With careful planning, CBI offers the opportunity to excel in education. (JBM)

ED 242 064 EA 016 586
Rawers, Lois J.

Profiles of Elementary Excellence.

Oregon School Study Council, Eugene.

Pub Date—Feb 84

Note—31p.

Available from—Publications, Oregon School Study Council, 1787 Agate Street, University of Oregon, Eugene, OR 97403 (\$4.00; quantity discounts).

Journal Cit—OSSC Bulletin; v27 n6 Feb 1984

Pub Type—Collected Works - Serials (022) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, Class Organization, *Classroom Environment, Classroom Techniques, *Creative Teaching, Early Childhood Education, Elementary Education, Elementary School Curriculum, *Elementary School Teachers, *Grade 1, Instructional Innovation, Primary Education, Student Teacher Relationship, Teacher Effectiveness, *Teaching Methods, *Teaching Models, Teaching Skills, Teaching Styles

Identifiers—*Oregon

Profiled in this report are three Oregon first-grade teachers—the state's 1984 Teacher of the Year and two other finalists for that title. Distinguishing characteristics of the teaching approach of Jonelle Maurer of the Lincoln Elementary School in Grants Pass include phonics and group reading instruction, the use of activity centers, and a developmental skills device known as the "Brown Cupboard." LaNaya Ritson, of Eugene's McCormack Elementary School, makes use of a parent aide and rotating schoolwide P.E., music, and library periods to divide her class into three groups. Ritson also maintains contact with parents through weekly student work packets. The teaching of Tualatin Elementary School's Evelyn Andrews, Oregon's 1984 Teacher of the Year, is characterized by enthusiastic encouragement to students in and beyond the classroom and by an emphasis on the "real-world relevance" of learning activities. All three teachers share warm concern for their students and the ability to keep track of several activities simultaneously. They also utilize instructional time well, work with students beyond school time, provide positive reinforcement, set high expectations for their students, encourage responsibility and independent thinking, and involve themselves in educational affairs beyond their own classrooms. (JBM)

ED 242 065 EA 016 587
Parker, Ruth

Small-Group Cooperative Learning in the Classroom.

Oregon School Study Council, Eugene.

Pub Date—Mar 84

Note—36p.

Available from—Publications, Oregon School Study Council, 1787 Agate Street, University of Oregon, Eugene, OR 97403 (\$4.00; quantity discounts).

Journal Cit—OSSC Bulletin; v27 n7 Mar 1984

Pub Type—Collected Works - Serials (022) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Change Strategies, Classroom Environment, *Cooperation, Educational Change, Elementary Secondary Education, Instructional Improvement, Instructional Innovation, Mathematics Education, Problem Solving, *Program Implementation, Prosocial Behavior, *Small Group Instruction, Social Interaction, *Student Role, Student Teacher Relationship, *Teacher Role, *Teaching Methods, Teaching Styles

In contrast to the recent back-to-basics movement, which emphasizes rote-learning and the acquisition of mechanistic skills, small-group cooperative learning emphasizes the development of thinking and problem-solving skills. It also seeks to minimize student anxiety and competition by creating an environment in which students feel safe

to make and learn from mistakes. Research on cooperative learning suggests that the approach has proven effective in achieving both social and academic goals. As is clear from teachers' experiences with a technique in which students work together in "groups of four" randomly selected every two weeks, the approach requires a different role for teachers and students. Teachers must give up their dominant role in relation to their pupils' thinking, and students must learn to accept more responsibility for themselves and their peers. The approach also involves spatial reorganization, a heightened noise level, and ongoing student evaluation. Although experienced teachers who have used cooperative learning agree as to its advantages, successful implementation requires long-term commitment, support, and understanding from principals and colleagues. Two appendices describe the most widely used cooperative learning models and discuss such models under two major headings: peer tutoring methods and group investigation methods. (JBM)

ED 242 066 EA 016 588

Miskel, Cecil. *Congrove, Dorothy*.
Leader Succession: A Model and Review for School Settings.

Pub Date—Apr 84

Note—44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Information Analyses (070) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Role, *Educational Environment, *Effect Size, Elementary Secondary Education, Leadership, Leadership Responsibility, Leadership Styles, Literature Reviews, *Models, *Occupational Mobility, Power Structure, Predictor Variables, *Principals, Research Design, Research Methodology, *School Effectiveness

Identifiers—*Leader Succession

Recent research casts doubt on the commonly held notions that administrators affect student learning through instructional leadership and that changing administrators will improve school performance. To help construct a model for examining the process of leader succession that specifies a number of major school process and outcome variables associated with such succession, a literature review of succession factors based on two fundamental categories proposed by G. E. Gordon and N. Rosen (1981) is provided. The first of these categories, "Prearrival factors," focuses on reasons for succession, the selection process, and leader reputations and orientations. The second category, "Arrival factors," focuses on demography, school structures and processes, educational programs, successor actions, community environment, and school effectiveness. On the basis of literature reviews on each of these factors, it is argued that principal succession may have only marginal effects on subsequent school processes, structures, and outcomes. In conclusion, three longitudinally based empirical approaches to administrator succession—qualitative case studies, actuarial studies, and naturally occurring field experiments—are recommended and Gordon and Rosen's recommendation that leadership succession research replace more traditional leadership studies is affirmed. (JBM)

ED 242 067 EA 016 589

Katzman, Martin T.
Implications of Population Redistribution for Education.

Pub Date—80

Note—35p.; Reprinted from: "Population Redistribution and Public Policy," (Washington, D.C., National Academy of Sciences, 1980; ISBN: 0-309-02926-0).

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Black Education, De Facto Segregation, Elementary Secondary Education, Enrollment Projections, Enrollment Trends, Equalization Aid, *Metropolitan Areas, Middle Class Students, Population Distribution, *Racial Composition, Racial Integration, Racially Balanced Schools, *Residential Patterns, *School Demography, *School Desegregation, School Resegregation, Urban Schools, *Urban to Suburban Migration

Between 1970 and 1977, the proportion of black children in metropolitan areas increased in all re-

gions except the Northeast, while in all regions but the West the white population declined. Although the thrust toward school desegregation since the landmark "Brown vs. Board of Education" decision of 1954 has tended to exacerbate white and/or middle-class flight from public city schools, the currently increasing number of working couples without children may translate into increasing demand for central-city residences and thus a partial restoration of the central city's tax base. The present trend toward state-aid school finance equalization formulas based on fiscal capacity will favor cities in some cases, the suburbs in others. Proposals to aid desegregation by equalizing racial proportions in all metropolitan schools or by offering parents tuition vouchers good for both public and private schools are not likely to succeed. Recently, middle-class blacks have migrated out of cities faster than middle-class whites; those remaining are likely to turn to private education. Although state funding reforms do not inevitably favor the central city, federal aid could affect interregional and interstate migration. Given current trends, however, federal school equalization aid will probably continue to decrease. (JBM)

ED 242 068 EA 016 590

Putton, Michael Quinn.
Sneetches, Zax and Empty Pants: Alternative Approaches to Evaluation.

Pub Date—Feb 84

Note—16p.; Paper presented at the Meeting of the California Postsecondary Conference on Evaluation (February 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Decision Making, Educational Administration, *Educational Assessment, Elementary Secondary Education, *Evaluation, Evaluation Criteria, Evaluation Methods, Evaluators, Information Systems, *Information Utilization, *Program Evaluation, Program Improvement, Remedial Instruction, Summative Evaluation

Involving producing, analyzing, and using information, evaluation is the central discipline of the information age. Both traditional criteria for good evaluation and standards formulated in 1981 prescribe evaluations that are useful, practical, ethical, and accurate. The burning question in evaluation is the utilization of information for decision-making. Incidents from stories by Dr. Seuss exemplify three major barriers to the utilization of evaluation information: fear, methods madness, and dogmatism. Educators' fear of judgment can be dealt with by placing evaluation in a cultural context, viewing it as one of the many possible ways of looking at remedial education programs. Methods madness occurs when attention to measurement dominates the evaluation process and methods become an end in themselves. The removal of this barrier lies in the current consensus that whether qualitative or quantitative methods are used, the methods must be assessed in terms of what questions are asked and what kinds of data are needed. Dogmatism in evaluation models and in preconceptions about what evaluation means can be countered by creativity, flexibility, situational responsiveness, and sensitivity to different ways of raising questions. Factors contributing to a high level of utilization of an evaluation exemplar are appropriate and relevant methods, active involvement of people affected, a clear focus to research, and clear action implications specified in advance. (MJL)

ED 242 069 EA 016 591

Katzman, Martin T.
Evaluating the New Federalism: Implementation of ECIA Chapter 2 in Texas.

Pub Date—12 Apr 84

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-15, 1983).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Block Grants, *Categorical Aid, Elementary Secondary Education, Equalization Aid, *Finance Reform, Financial Policy, Financial Support, *Government School Relationship, Grants, *Revenue Sharing, School District Spending, *State Federal Aid, State School District Relationship

Identifiers—*Education Consolidation Improvement Act Chapter 2, Texas

Chapter 2 of the Education Consolidation and Improvement Act (ECIA) provides small amounts of relatively unrestricted federal funds to state and local agencies on a noncompetitive, formulaic basis; thus it has been hailed as the harbinger of the "new Federalism." The lack of narrow constraints and the simplified application and monitoring procedures distinguish the new Federalism from the old. A conceptual framework is provided for evaluating the effects of Chapter 2, and these concepts are then used to interpret some of its effects in Texas. The first section, "Principles of Fiscal Federalism," addresses the structure, evolution, and justification of intergovernmental transfers. Federal categorical grants have been justified on the grounds of efficiency (spillover of benefits across jurisdictions) and equity (correcting the imbalance between needs and capacities). A theoretical analysis of the effects of categorical grants follows, illustrating how the necessity for constraints is proportional to the divergence between the objectives of national and local policymakers. The second section, "Insights from Consumption Theory," assesses spending patterns as they relate to the hidden costs of categorical programs (negotiation, monitoring, and reporting) and concludes that the shift to formula-based grants will most likely increase participation. The effects of Chapter 2 in Texas are then cited to confirm these hypotheses. (TE)

ED 242 070 EA 016 592

Wary, Curt.
Coating Out the Labor Agreement. [Revised].

New Jersey School Boards Association, Trenton.

Pub Date—Oct 82

Note—33p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Budgeting, *Collective Bargaining, *Contracts, *Cost Estimates, Educational Finance, Elementary Secondary Education, Employer Employee Relationship, Expenditures, Labor Demands, *Labor Relations, Money Management

This step-by-step guide provides practical advice for local board members, administrators, and school board negotiators on determining current and anticipated costs, so that union demands can be analyzed. It concisely describes the "how to" of scattergrams (graphic distribution of staff salary structure), salary guides, percentage versus flat dollar increases, and costing out multiyear settlements. It also discusses the actual cost of fringe benefits and gives advice on how to control the cost of these items while still providing a fair compensation for the staff. (Author/TE)

ED 242 071 EA 016 593

Hymel, Glenn M.
Mastery Learning: A Comprehensive Bibliography, Fall 1982; Vol. 1, No. 2.

Loyola Univ., New Orleans, LA. Loyola Center for Educational Improvement.

Pub Date—82

Note—102p.

Available from—Publications, Clearinghouse on Mastery Learning, Loyola University, 6363 St. Charles Avenue, New Orleans, LA 70118 (\$15.00).

Pub Type—Reference Materials - Bibliographies (131) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, *Clearinghouses, *Information Centers, Information Dissemination, *Information Networks, *Information Services, Information Sources, *Mastery Learning, Minimum Competencies, Pacing, Performance, Reference Services

Identifiers—*Clearinghouse on Mastery Learning LA, Loyola University LA

A clearinghouse on mastery learning (CML) has been established at Loyola University (New Orleans, Louisiana) to accommodate the informational needs of mastery learning researchers, practitioners, and policymakers. Manual and computer searches on this topic have been conducted in the following databases: ERIC, Education Index, Psychological Abstracts, Comprehensive Dissertation Abstracts, and Conference Papers Index. Also included are monographs, technical reports, and books pertaining broadly to instructional psychology, but with sections or chapters focusing on mastery learning. The resulting bibliography has approximately 1,000 citations, cataloged in accordance with the American Psychological Association's format for bibliographic citations. The computer-printed

alphabetical list will be updated on a biannual basis, once every spring and fall. The bibliography is followed by a progress report on the Loyola clearinghouse entitled "Managing the Proliferation of the Mastery Learning Literature," by Glenn M. Hymel. It assesses the progress of the clearinghouse in meeting its objectives as an information management system, a central repository, an analysis procedure, a source of information analysis products, and an informational network system. (TE)

ED 242 072 EA 016 594

Amos, Neil G. Moody, Lamar

The Relationship of School District Size and Cost Factors to Achievement of Fourth and Eighth Grade Students.

Mississippi State Univ., Mississippi State, Bureau of Educational Research.

Pub Date—81

Note—14p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Cost Effectiveness, Elementary Education, *Expenditure Per Student, Grade 4, Grade 8, Multiple Regression Analysis, *Performance Factors, School District Size, *School District Spending, Socioeconomic Status, Statistical Analysis

Identifiers—California Achievement Tests

Using detailed cost breakdowns, this study attempts to determine the extent to which achievement of fourth- and eighth-grade students can be predicted from educational costs and school district size, and what combination of these variables and socioeconomic status best predicts student achievement (as measured by 1980-81 California Achievement Test scores in 152 school districts in a Southeastern state). Reported here with 15 tables are, first, a comparison of two canonical correlation models indicating the importance of socioeconomic status relative to cost and district size variables; and second, multiple regression analysis of the correlations of 10 predictor variables with test scores in each of 7 achievement areas at both grade levels. The findings indicate that costs of instruction are significantly related to student achievement. The authors conclude, however, that the cost of supporting a given level of achievement in low-income populations is quite high, and that mathematics concepts and applications scores are higher in large school districts due to greater teacher specialization in those districts. (MCG)

ED 242 073 EA 016 595

Bouchard, Yvon

Cross-Cultural Comparative Studies of Effective Schools: A Review and Replication.

Pub Date—Apr 83

Note—23p; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-15, 1983).

Pub Type—Information Analyses (070)—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cross Cultural Studies, Cultural Context, *Educational Assessment, *Educational Objectives, Elementary Secondary Education, Ethnocentrism, Literature Reviews, Outcomes of Education, *Research Design, *School Effectiveness, *School Role, School Surveys, Student Development

Identifiers—Coleman Report, International Aasn Evaluation Educ Achievement, Rutter (Michael)

Research findings from various countries on the role of schools in student development are reviewed, with an eye toward promoting a comparative model for research on the subject. First, research is discussed that indicates that schools have little or no effect relative to students' home background and individual qualities (the 1966 Coleman report and its sequels, and the International Association for the Evaluation of Educational Achievement studies during 1973-76). These studies' findings are ambiguous, the author concludes, because the researchers did not allow for different educational objectives under different social systems. More system-specific studies, which indicate that schools do have a significant effect, are then discussed—particularly one in inner city London (Michael Rutter and others) and several in developing countries. Finally, the author presents his own comparative analysis of 61 Quebec schools. Because "academic climate"—especially students' "sense of academic futurity"—is the most important predictor

of academic achievement, he concludes that the outcome of education depends largely on its objectives. (MCG)

ED 242 074 EA 016 596

Focus on Efficient Management.

Kentucky State Dept. of Education, Frankfort. Office of Resource Management.

Pub Date—83

Note—65p; Some tables may not reproduce clearly due to small print.

Pub Type—Guides—Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Compliance (Legal), Costs, Elementary Secondary Education, *Food Service, *Food Standards, Job Simplification, *Lunch Programs, Merchandising, Nutrition, *Program Effectiveness, Public Relations, Resource Allocation, *School Administration, Staff Utilization, Time Management

Identifiers—*National School Lunch and Child Nutrition Act 1975

Compiled as a workshop handbook, this guide presents information to help food service program administrators comply with federal regulations and evaluate and upgrade their operations. Part I discusses requirements of the National School Lunch Program, focusing on the "offer versus serve" method of service enacted in 1976 to reduce waste. After an explanation of school lunch menu requirements, menu planning and production planning for reimbursable lunches are detailed. Steps for making "offer versus serve" work are outlined, and meal pattern monitoring for determining whether requirements have been met is discussed. Part II addresses the relationship of food service programs with student customers and offers techniques for efficient kitchen management. Topics covered include public relations, merchandising on the serving line, types of food service, and time management. Review exercises are provided in both chapters. Appendixes include advice for controlling food costs, converting servings, buying food, and precosting. (MJL)

ED 242 075 EA 016 597

Case Studies in School Communication.

Texas Education Agency, Austin; Texas School Public Relations Association.

Pub Date—Feb 84

Note—73p.

Available from—Distribution Office, Texas Education Agency, 201 East 11th Street, Austin, TX 78701.

Pub Type—Guides—Non-Classroom (055)—Reports—Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrator Role, Bond Issues, *Communication Skills, Computer Oriented Programs, Educational Administration, Elementary Secondary Education, Emergency Programs, Interschool Communication, Newsletters, *News Media, Parent School Relationship, Principals, *Public Relations, Public Speaking, School Closing, *School Community Relationship, *School Districts, School Support, School Vandalism, Teacher Role, Verbal Communication, Volunteers, Word Processing

Identifiers—Adopt a School, *Texas

This two-part source book offers administrators both general information for effective communications in public education and case studies describing methods used by individual Texas school districts to solve communications problems. General articles include guidelines for working with the news media, producing school newsletters, developing a school board member communications program, using computers and word processors for effective communications, and speech writing. Presented as case studies are a program using principals and teachers to enhance the school image, efforts at influencing voters in two districts' successful bond issues, an adopt-a-school program, a community-school communication improvement project, an internal communications plan, a volunteer program, communications procedures in closing a school, how to build a new communications program, enlisting parent participation in a partners in education project, a communications solution to vandalism, crisis communications, and a friends of education community relations project. A "blooper" and a success story conclude the collection. (MJL)

ED 242 076 EA 016 600

Blackburn, Richard

The Relationship between Teachers' Perceptions of Supervisory Behaviors and Their Attitudes toward the Supervisory Conference Following Classroom Observation.

Pub Date—83

Note—13p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Role, Age, Communication Problems, Educational Development, Educational Research, Elementary Secondary Education, *Evaluation, Instructional Improvement, Multiple Regression Analysis, *Predictor Variables, *Principals, Race, Sex, *Teacher Attitudes, *Teacher Role, Teaching Experience

Identifiers—Post Evaluative Conference Rating Scale, Supervisory Behavior Description Questionnaire

The purpose of this study was to determine the relationship between teachers' perceptions of instructional evaluations by principals and their attitudes toward the supervisory conference. It also sought to determine whether teachers' attitudes are affected by six different variables: race, age, sex, years of teaching, level of assignment, and level of certification. The study was conducted in a large urban school system in the Southeast during 1982 to 1983. The Post-Evaluative Conference Rating Scale (PECRS) and the Supervisory Behavior Description Questionnaire (SBDQ) were used. In looking at teachers' perceptions of supervisors, attitudes toward the principal, and teachers' attitudes toward the conference, the study found that collaborative behavior produced a positive correlation while directive behavior yielded a negative correlation. In reviewing the influence of the six variables, only level of assignment was found to be significant; it produced a negative simple correlation. The author states a need for future studies on additional predictor variables. (MD)

ED 242 077 EA 016 601

Natriello, Gary

Organizational Evaluation Systems and Student Disengagement in Secondary Schools.

Pub Date—Apr 83

Note—34p; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-15, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Achievement Rating, Educational Administration, *Evaluation Methods, Organizational Effectiveness, Organizational Theories, Peer Evaluation, *Power Structure, Secondary Education, Student Alienation, *Student Attitudes, *Student Behavior, *Student Evaluation, Surveys

This paper reports on a study intended to examine problems in student evaluation systems that may lead to manifestations of student disengagement from secondary school such as absenteeism, low effort, violence, or vandalism. A theoretical framework is provided by Dornbusch and Scott's theory of evaluation and authority in organizations, which assumes that participants place value on performance evaluations and establish an "acceptance level" or minimum satisfactory level of evaluation. The theory discusses evaluation systems in terms of a typology of authority system incompatibilities that prevent participants from achieving evaluations at or above their acceptance level. A self-report survey on levels of incompatibilities in evaluation of academic performance and social behavior was administered to 293 high school students. The general findings were that evaluation of academic work is characterized by more problems with misunderstandings of criteria, nonrepresentative samples, inappropriately high standards, and active tasks, while evaluation of social behavior shows higher levels of problems due to interdependence of group participants, coordination failures, and conflicts between staffs and peers' criteria. It is concluded that the theoretical incompatibilities in evaluation and authority systems do occur frequently for secondary students and that future investigations might try to link these incompatibilities to student disengagement. (MJL)

ED 242 078 EA 016 602

Shoemaker, Judith S.

Emerging Role of Educational Foundations in Financing Education.

Pub Date—Nov 83

Note—14p; Paper presented at the Annual Meeting of the California Educational Research Association (Los Angeles, CA, November 17-18, 1983).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Educational Change, Educational Equity (Finance), Educational Finance, Elementary Secondary Education, *Fund Raising, Nonprofit Organizations, Parent School Relationship, *Philanthropic Foundations, *Private Financial Support, Public Schools, School Business Relationship, School Community Relationship, *School District Autonomy, *School Funds, *School Support, State Aid, Volunteers

Identifiers—Adopt a School, *California, Proposition 13 (California 1978), Serrano v Priest

In response to the funding crisis generated in part by the "Serrano vs. Priest" decision and by Proposition 13, parents and volunteers in over 100 California school districts have formed tax-exempt nonprofit corporations to improve the quality of education by raising supplementary funds, usually through donations from parents of children in school. These educational foundations generally follow one of three models for deciding how to spend foundation monies: by allowing the school board to decide how to spend funds raised; by awarding mini-grants, usually in amounts of less than \$3,000, directly to teachers for proposed projects; or by developing joint funding priorities from input by both school board and foundation. Successful educational foundations in San Francisco, Laguna Beach, and Hillsborough are described. While critics of educational foundations focus on their potential for interfering with equal funding measures, no one has yet challenged foundations legally or suggested reducing state aid to districts with successful foundations. Another concern is the possible participation of private interests, especially corporations, in school fund allocation. The paper concludes that educational foundations are an important means of regaining some local control of the schools and are likely to flourish. (MJL)

ED 242 079 EA 016 612

Computers in Ontario Education: Report on the

Pilot School Projects.

Ontario Dept. of Education, Toronto.

Report No.—ISBN-0-7743-8792-0

Pub Date—83

Note—40p.

Available from—Publications Sales, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6, Canada. Journal Cit—Review and Evaluation Bulletins; v4 n5 1983

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Managed Instruction, Courseware, *Curriculum Development, Curriculum Problems, Elementary Secondary Education, English, Equipment, Faculty Development, Foreign Countries, French, Inservice Education, Pilot Projects, Purchasing, *Student Reaction, *Teacher Response

Identifiers—*Ontario

This report is intended to provide advice to Ontario school staffs, school boards, and the Ministry of Education on (1) the effects of using computers in schools, (2) criteria for selecting courseware and hardware, (3) subjects most effectively approached with computers, and (4) priorities for future courseware development. Pilot projects for the following five pilot schools are presented under the subheadings of Organization and Human Involvement, Equipment, Curriculum Uses, and Issues and Concerns: (1) Dundalk and Proton Community School (English language 1-8), (2) Ecole St. Anne (French language 1-8), (3) North Addington Education Centre (English language K-12), (4) Ecole Secondaire de la Lalle (French language 9-13), and (5) Danforth Technical School (English language 9-13). The report's conclusions and recommendations advise additional research in such areas as the potentially adverse effect of computer use on students' mastery of basic skills. Findings further indicate that although students and teachers were generally enthusiastic about using computers they lamented the lack of time with the equipment and the lack of sufficient hardware and suitable software (particularly in French language schools). Teachers emphasized the need for more time to investigate the

computer's applicability to existing curricula and requested guidelines for computer implementation strategies in the classroom. (JBM)

ED 242 080

Whalen, Garry M. And Others

Negotiations '84.

New Jersey School Boards Association, Trenton.

Pub Date—83

Note—107p.

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—Administrators, *Arbitration, *Board of Education Policy, *Collective Bargaining, Employer Employee Relationship, *Labor Legislation, Labor Relations, Merit Pay, Negotiation Agreements, Negotiation Impasses, Public School Teachers, *School Personnel, Teacher Associations, Teacher Salaries, Unions

Identifiers—New Jersey Education Association, New Jersey Principals and Supervisors Association, *New Jersey School Boards Association

This document provides an update on legal developments affecting negotiations between school boards and school district employees in New Jersey and discusses trends in union and board proposals and tactics. In the opening section, the available literature on bargaining is briefly reviewed. Section 2 defines the scope of negotiations for New Jersey's public sector and lists both mandatory and illegal topics. Section 3 addresses the question of bargaining with principals and supervisors; section 4 offers a lengthy analysis of the New Jersey Principal and Supervisors Association's Model Agreement for Supervisory Personnel. Sections 5 through 10 cover the following areas: the sixth teaching period clause; a board policy on negotiations; the many dimensions of the merit pay issue; negotiating salary guides; collective bargaining and educational excellence; and decisions affecting negotiations. Section 11 contains a selected bibliography. The twelfth and final section—an article-by-article New Jersey School Boards Association analysis of the New Jersey Education Association's sample agreement for 1984-85—comprises over half the document. The agreement's 34 articles cover a wide range of issues, including grievance procedures, salaries, classroom control and discipline, and personal and academic freedom. (JBM)

ED 242 081

Hendrix, Vernon L. Sederberg, Charles H.

Minnesota's Dependent Education Expense Tax

Deduction Law.

Pub Date—Apr 83

Note—25p; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-15, 1983).

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Educational Finance, Elementary Secondary Education, *Financial Support, Income, Private Schools, *State Legislation, State Surveys, *Tax Deductions, *Taxes

Identifiers—Minnesota Education Expense Tax Deduction Law, United States Constitution

This study evaluates the effects of the Minnesota education expense tax deduction law. The study design was limited, since the Minnesota Department of Revenue declined to participate in the survey. Within these limitations the study looked at (1) the number of tax returns claiming education deductions, (2) the distribution of gross income for those returns with dependent education expense deductions in comparison with those returns that list dependents but claim no dependent education deductions, and (3) the relationship between number and amount of deduction and access to nonpublic education. Findings include: (1) a small but growing number of returns are claiming educational deductions; (2) in 1980 more public school parents and small families were taking advantage of the law; and (3) correlations indicate a strong relationship between income and claiming the deduction. The available data provide no indication of the type of expenditures the deductions pay for, the institutional benefits public or nonpublic schools receive, or the benefits to the parents. The authors ends by stating that further study is needed. (MD)

ED 242 082

Wangen, Nancy Register And Others

Receptivity to Change in Small Schools: A Study

of Teachers' Willingness to Accept the Risks of

Innovation.

Pub Date—82

Note—23p; Adapted from a paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Educational Change, *Educational Innovation, Organizational Change, Risk, School Administration, School Surveys, Secondary Education, Sex Differences, Small Schools, *Teacher Attitudes, *Teacher Characteristics

Identifiers—*Receptivity to Change

Exploring relationships between organizational and personal characteristics and responses to innovation, this study surveyed teachers—including identified innovators—in 10 small rural secondary schools. The research was informed by a developing theory viewing receptivity, or variation in acceptable conditions of risk, as determined by the interaction of organizational and personal factors. The survey questionnaire consisted primarily of instruments used in prior studies, including the Bridges Receptivity to Change Scale and the Moeller Sense-of-Power Scale. Discriminant analysis showed that innovators were more receptive, experimenting, professionally active, and had a higher sense of power. Multiple regression identified personal and organizational variables predictive of receptivity. Receptive teachers differed from innovators in their uncertainties about principal support and their power to influence school decision-making. Results included sex-based differences that precluded single group analysis of relationships among predictor variables. It is concluded that it may be possible to manipulate variables associated with receptivity to encourage teachers to assume the risks of change. (Author/MJL)

ED 242 083

Oliver, Peter J.

A Study of the Changes in the New Jersey Public

Secondary Schools Due to the New Jersey State

Board of Education Mandate to Local School

Districts to Establish Attendance Policies.

Pub Date—Aug 83

Note—129p; A dissertation submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, Walden University.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—Academic Achievement, *Attendance, Dropouts, Questionnaires, *School Attendance Legislation, Secondary Education, *State School District Relationship, Suspension, Teacher Attitudes

Identifiers—New Jersey

The State of New Jersey mandated that local school districts establish attendance policies beginning September 1, 1981. The purpose of this study is to determine if this mandated policy has produced a significant effect on school attendance, dropout rate, and student performance. A specially developed questionnaire asked 42 principals, randomly selected from 326 New Jersey secondary schools with varying enrollments, to provide statistics on pupil attendance, dropout rate, and pupil performance for the 1980-81 school year (before the mandated attendance policy) and the 1981-82 school year (after the mandated attendance policy). In addition, the questionnaire explored the principals' attitudes toward the attendance policies and their perception of teachers' attitudes. The results showed a significant increase in school attendance and pupil performance after the institution of attendance policies and no significant change in the dropout rate. (Author/TE)

ED 242 084

Ebers, Randall W. Stone, Joe A.

Unions and Public Schools: The Effect of Collective Bargaining on American Education.

Report No.—ISBN-0-669-06372-x

Pub Date—84

Note—125p.

Available from—Lexington Books, D. C. Heath and Company, 125 Spring Street, Lexington, MA 02173 (\$24.00).

Pub Type—Reports - Evaluative (142) — Opinion Papers (120) — Books (010)

Descriptors—Not Available from EDRS.

Descriptors—Academic Achievement, Board of Education Policy, *Collective Bargaining, Conduct, Costs, *Educational Policy, Educational

Research, Elementary Secondary Education, Enrollment, Labor Demands, Labor Market, Mathematics, *Resource Allocation, Salary Wage Differentials, Teacher Associations, *Teacher Attitudes, *Teaching Conditions, *Unions, Work Environment

Identifiers—American Federation of Teachers, National Education Association

This book presents an assessment of collective bargaining in education. During the 1970's, while student enrollment declined, organizations representing public school teachers grew. Both the National Education Association and the American Federation of Teachers more than doubled their membership. Teacher contracts have expanded to include areas traditionally considered administrative. The authors discuss the effect of teacher collective bargaining on student achievement and explore the link between collective bargaining and teachers and administrators. They also explore the nature of labor contracts, job packages, the strength of teacher unions, and union and nonunion wage differences, attitudinal differences of union and nonunion teachers, and the behavioral characteristics of collective bargaining. The effects of contract provisions on resource allocation and educational policy practice are examined. The authors attempt to measure the impact of collective bargaining on the level and costs of student achievement; they conclude that collective bargaining does affect the way schools are run in the United States. Union teachers receive higher salaries, teach smaller classes, and spend slightly less time instructing students and more time in class preparation. (MD)

ED 242 085 EA 016 633

Connors, Eugene T.

Educational Funding and Pupil Achievement: The Relationship between the Two Variables. Final Report.

Spons Agency—Virginia State Dept. of Education, Richmond.

Pub Date—Nov 82

Note—55p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, *Correlation, *Educational Finance, Elementary Secondary Education, Expenditure - Per Student, Hypothesis Testing, Predictor Variables, Regression (Statistics), School District Spending, *Standardized Tests, *Statistical Analysis, Statistical Studies, Tables (Data)

Identifiers—Virginia

To determine whether a significant relationship exists between educational funding and pupil achievement as measured by Science Research Associates standardized test scores, the author of this study conducted a statistical analysis of the top one-third and bottom one-third of Virginia's 142 school districts. The 30 districts selected were chosen according to 3 criteria: school size, relative wealth, and pupil achievement. Spanning the period from 1973-74 through 1981-82, the study gathered pupil achievement data at the 4th, 8th, and 11th grade levels in five subject areas: (1) reading, (2) language arts, (3) mathematics, (4) social studies, and (5) science. To examine the possibility both of a correlation between pupil achievement and educational funding and of a "delay effect" in the impact of educational funding on pupil achievement, the author used a statistical technique known as linear regression. Results of the study indicate variable but significant relationships in all subject areas and at all grade levels between educational funding and pupil achievement; school divisions with higher educational expenditures tend to have higher test scores and vice-versa. The study's appendix contains a copy of the original study proposal as submitted to the Virginia State Department of Education. (JBM)

ED 242 086 EA 016 634

Connors, Eugene T. Vacca, Richard S.

IEP's: A Gateway for Legal Entanglement.

Pub Date—81

Note—36p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Compliance (Legal), *Court Litigation, *Educational Malpractice, Educational Needs, Exceptional Persons, Federal Courts, *Individualized Education Programs, Laws, Legal Problems, *Legal Responsibility, Mainstreaming, Normalization (Handicapped), *Special Education, State Courts, Tort

Identifiers—*Education for All Handicapped Children Act

The section of the Education for All Handicapped Children Act (P.L. 94-142) detailing "appropriate education" as a function of an Individualized Education Program (IEP) regulates a variety of educational considerations. Arguing that the IEP is in fact "the hub of the special education wheel," the authors of this document begin by detailing the program's particulars and reviewing landmark court cases relating to (1) the IEP's content and its involvement in student discipline and (2) the right of handicapped pupils to participate in extracurricular activities. Following sections on the IEP and accountability—including a review of seven categories of "causes of complaints"—and on the expanding concept of educational negligence, definitions and court cases involving each of the possible grounds for claiming malpractice in relation to the IEP are reviewed: (1) negligence, (2) intentional or negligent misrepresentation, (3) breach of contract, and (4) a claim under 42 USC 1983 (constitutional tort). Remaining sections concern problems plaintiffs must address to carry forward a claim involving the IEP—the child's ability to learn, achievement level, classification and placement—and grounds for plaintiff claims. It is concluded that the IEP represents the one facet of P.L. 94-142 most conducive to legal challenges relating to educational malpractice. (JBM)

ED 242 087 EA 016 635

Barnett, Mark

Perceptions of the Leadership Style Effectiveness of Superintendents in Mississippi.

Pub Date—Nov 82

Note—21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (11th, New Orleans, LA, November 1982).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Attitudes, Administrator Evaluation, *Administrator Role, Attitude Measures, Comparative Analysis, Elementary Secondary Education, Leadership Qualities, *Leadership Styles, Statistical Analysis, *Superintendents

Identifiers—Leadership Effectiveness Adaptability Description, Mississippi

Predicated on the two basic dimensions of leadership—concern for performance of the organization and for relationships among individuals therein—this study investigates differences in leadership style effectiveness of elected and appointed superintendents as perceived by principals, school board presidents, the superintendents themselves, and all three together. The researchers polled all 153 Mississippi school board presidents and superintendents and a representative sample of 44 percent of each category of principals, using the Leader Effectiveness and Adaptability Description, a 12-item questionnaire on leadership behavior perceptions. The findings suggest that appointed superintendents have a greater consensus among superiors and subordinates on their leadership style effectiveness, whereas no conclusive evidence was found to support the contention that a difference exists in the leadership style effectiveness of elected and appointed superintendents. Significant differences were observed, however, between superintendents' self-perceptions and the perceptions of their superiors and subordinates. The implication of these findings is that educational administrators need to cultivate self-awareness by means of communication and feedback with superiors and subordinates. (TE)

ED 242 088 EA 016 636

Gaswirth, Marc Whalen, Garry M.

Collective Negotiations. School Board Library Series, Volume 5, Third Edition.

New Jersey School Boards Association, Trenton.

Report No.—ISBN-0-912337-02-1

Pub Date—83

Note—134p.

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Arbitration, *Collective Bargaining, Elementary Secondary Education, Employer Employee Relationship, *Labor Demands, Labor Problems, *Labor Relations, Negotiation Impasses, Scope of Bargaining, Teacher Rights, Teacher Strikes, *Unions

Identifiers—New Jersey, New Jersey Public Em-

ployment Relations Commission

This comprehensive guide to the procedures and techniques of collective bargaining contains information on all phases of negotiations: the process, the players, preparation, face-to-face bargaining, impasse resolution procedures, and contract administration. It is predicated on the view that school board members and administrators should master these the public's right to a thorough and efficient public education system, while meeting employees' needs for fair wages and working conditions. Chapters are included on the following topics: (1) understanding the bargaining process, (2) the players, (3) the legal framework, (4) the board's negotiating team, (5) analyzing the current agreement, (6) analyzing union demands, (7) procedures for effective negotiations, (8) bargaining tactics, (9) communications at the table, (10) mediation, (11) factfinding, (12) teacher's strikes, and (13) contract administration. (TE)

ED 242 089 EA 016 637

Hoke, Gordon

Some Organizational Issues Confronting Establishment of an International High School: A Working Paper.

Pub Date—80

Note—11p.; Prepared for the National Seminar on the Implementation of International Schools (Urbana, IL, November 30-December 2, 1980).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Innovation, *Experimental Curriculum, Extension Education, Folk Schools, Intercultural Communication, *International Education, Magnet Schools, *Nontraditional Education, Relevance (Education), Secondary Education

Identifiers—*International High Schools

This position paper on the concept of an international high school is primarily concerned with two questions: (1) What constitutes a "region"? (2) What are the ingredients of a "center"? Demographic changes and declining resources are serious obstacles confronting efforts to create new institutions, and logistical demands are underrated by proponents of the international high school. Thus attempts to provide different forms of secondary education for adolescents will require involvement of parents and other residents. Perhaps an updated version of the Danish Folk School, making extensive use of instructional technology and telecommunications, is one image of future prospects, but the impact of such a plan on organizational structures is not well understood and deserves separate study. The paper concludes that debates regarding the education of children and youth are in reality debates about priorities and realities of the adult world. (TE)

ED 242 090 EA 016 638

Hensarling, Paul R. Erlandson, David A.

Handbook for the Supervision of the Intern in School Administration...A Performance Based Guide for the Intern and His Advisors

Pub Date—80

Note—35p.

Available from—Demand Publishing Company, 4104 Nagle, Bryan, TX 77801 (\$3.00; quantity discounts).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Education, Administrator Evaluation, Administrator Guides, Administrator Responsibility, Elementary Secondary Education, *Field Experience Programs, *Internship Programs, On the Job Training, *Practicum Supervision

This handbook is a comprehensive guide to the supervision of the intern for all positions with school administrative responsibilities: principal, superintendent, and middle administrator. It consists of eight sections, the first five of which are introductory, explaining the concept of the internship as a performance-based evaluative technique and summarizing the responsibilities of the supervising administrator and the college supervisor. The sixth section describes the administrative internship program at Texas A&M University and the Ed.D. internship in particular. In particular, the seventh section, comprising the main body of the handbook, begins with application procedures for prospective interns, followed by a guide to setting up an individualized internship plan, including personal and professional

goals, preassessment of competency and interest, and field service projects. Next, specific internship requirements are described, including a demographic study, logs and reports, and a final notebook. Information is also provided on conferences, seminars, on-site visitations, and evaluation. The eighth and final section lists suggested activities for administrative interns in the areas of personnel, curriculum and instruction, organization and scheduling, the school plant, students, school management, and public relations, with additional suggestions for superintendent interns. An appendix is provided, consisting of sample forms for all aspects of internship recordkeeping. (TE)

ED 242 091 EA 016 639

Hensarling, Paul R. And Others.
School Special Services: Organization and Administration, Third Edition.

Pub Date—83

Note—444p. For a separate compilation of evaluation instruments for assessing the effectiveness of school special services, see EA 016 640.

Available from—Demand Publishing Company, School Special Services, 4104 Nagle, Bryan, TX 77801 (\$12.00; quantity discounts).

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—Administrative Organization, Administrator Guides, *Administrator Role, Adult Education, *Ancillary School Services, Attendance, Discipline Policy, Educational Trends, Elementary Secondary Education, Guidance Programs, Library Services, Lunch Programs, Office Management, *Organizational Effectiveness, Parent School Relationship, Personnel Management, Principals, *Public Relations, School Accounting, *School Administration, School Business Officials, School Health Services, School Law, School Maintenance, School Personnel, *School Role, School Safety, Special Education, Student Participation, Student Transportation, Superintendents, Textbook Selection.

With an emphasis on implications for public relations, this comprehensive guide covers current theory and practice in the organization and administration of special school services. Chapters are devoted to school services under categories of the office, personnel, attendance, guidance, health, maintenance, safety, food service, transportation, textbooks, libraries, special education, discipline and student involvement, and adult education. Individual chapters discuss such aspects of each service as program objectives, historical background, selected research, principles, organization, recommended administrative policies, facilities, legal considerations, current trends, public relations, special problems, personnel management, and program evaluation. Exercises and a short bibliography accompany each chapter. (MJL)

ED 242 092 EA 016 640

Hensarling, Paul R.
Instruments for the Evaluation of School Special Services: Organization & Administration.

Pub Date—83

Note—115p. For a guide covering current theory and practice in school special service organization and administration, see EA 016 639.

Available from—Demand Publishing Company, 4104 Nagle, Bryan, TX, 77801 (\$8.00; quantity discounts).

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Administrative Organization, Adult Education, *Ancillary School Services, Attendance, Discipline Policy, *Evaluation Criteria, Formative Evaluation, Guidance Programs, Library Services, Lunch Programs, Office Management, *Organizational Effectiveness, Personnel Management, *Program Effectiveness, *Program Evaluation, *School Administration, School Health Services, School Law, School Maintenance, School Personnel, School Safety, Special Education, Student Participation, Student Transportation, Textbooks.

Designed to measure the effectiveness of selected school special services, the evaluative instruments collected here are the result of several years of research and refinement. The descriptive criteria developed by the author may be used as a guide for initiating a new program or applied for self-evaluation or team evaluation of existing services. Evaluative questionnaires are offered for programs in adult education, attendance, food service, guidance,

health, libraries, maintenance, office services, personnel services, safety, special education, student involvement and discipline, textbook services, and transportation. Accompanying each instrument is a brief introduction and a plot-a-graph for showing comparative scores among program divisions. (MJL)

ED 242 093 EA 016 641

Pavan, Barbara Nelson. Romero, Lorraine.
Women Administrators in Pennsylvania's Public Schools: Profiles, Problems, and Pleasures.

Pub Date—Nov 82

Note—21p. Paper presented at the American Educational Research Association Special Interest Group session on "Research on Women in Education" (Philadelphia, PA, November 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age, *Educational Administration, Elementary Secondary Education, *Females, *Sex Bias, *Sex Discrimination, *Sex Stereotypes, *Superintendents, Surveys.

Identifiers—Pennsylvania

Pennsylvania's public school women administrators and their respective superintendents were surveyed by mailed questionnaires, which gathered information about their childhood, families, educational preparation, job recruitment, professional experiences, and future plans. The superintendents rated their work performance. Findings were compared with data from two earlier studies. Some of the administrators were interviewed. The study describes the women's positions and the barriers they successfully overcame to achieve these positions. Some findings are as follows: more younger women are entering administration, fewer are "single," more are combining career and family (but are having fewer children), more are publishing, and more are striving for higher level positions. (Author/MD)

ED 242 094 EA 016 642

Pavan, Barbara Nelson.
Clinical Supervision: Does It Make a Difference?

Pub Date—Nov 83

Note—16p. Paper presented at the Annual Meeting of the Council of Professors of Instructional Supervision (De Kalb, IL, November 3-5, 1983).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Administrator Characteristics, Administrator Role, Educational Research, Elementary Secondary Education, Principals, Professional Development, *Supervisory Methods, *Teacher Administrator Relationship, Teacher Attitudes, Teacher Characteristics, *Teacher Effectiveness, *Teacher Improvement, *Teacher Supervision.

Identifiers—*Clinical Supervision.

This paper summarizes research on teacher attitudes and performance under clinical supervision. The literature for comparative studies of inservice personnel (not student teachers) in elementary and secondary schools was extensively searched. The 19 complete and 4 in-progress studies reported are grouped as follows: (1) attitudes toward supervision, (2) effects of training, (3) personnel characteristics, and (4) student achievement. Eight studies examined teachers' attitudes toward supervision, comparing clinically and traditionally supervised groups or recording attitude changes over time. More positive attitudes were found under clinical supervision, but longer-term research is needed for conclusive findings. The six studies (including one in progress) on the effects of training, although difficult to categorize due to varied training emphases, demonstrated a need for adequate training. Five studies (including one in progress) examined characteristics of teachers and/or principals using clinical supervision. This avenue seems unpromising, though research focusing on behavior may be of use. The final four studies (including two in progress) attempted to relate clinical supervision to student achievement. Because of the many conditions affecting achievement, this area is very difficult to assess; the two works in progress may be significant. (MCG)

ED 242 095 EA 016 643

Eddy, Wesley P. Matheson, David.
Project Highlights, Eighth Edition: 1982-83.
Alberta Dept. of Education, Edmonton. Planning Services Branch.

Pub Date—Dec 83

Note—49p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accounting, Catholic Schools, Computers, Educational Finance, *Educational Research, Elementary Secondary Education, Energy Conservation, English (Second Language), Enrollment Projections, Evaluation, *Females, Gifted, Home Economics, Industrial Arts, Parent Education, Physical Activities, Private Schools, *Research Projects, Safety, School Space, Services, Social Studies, Special Education.

Identifiers—Alberta

This report contains summaries of selected studies completed by the Planning Services Branch of Alberta Education in 1982-83. The majority of the 22 projects summarized were initiated in response to the needs of decision-makers who must resolve educational problems and concerns. Priority was given to proposed studies that would improve services to the classroom child and be applicable to all classrooms in the province. Each summary is two pages in length and includes purposes, design, findings, recommendations, bibliographic information, and distribution of project reports. (MD)

ED 242 096 EA 016 648

Thomas, J. Alan. Kemmerer, Frances.
Money, Time and Learning. Final Report.
Chicago Univ., Ill.

Spons Agency—Ford Foundation, New York, N.Y.; National Inst. of Education (ED), Washington, DC; Spencer Foundation, Chicago, Ill.

Pub Date—May 83

Contract—400-77-0094

Note—297p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Classroom Environment, Curriculum, Decision Making, Educational Equity (Finance), Educational Planning, Elementary Education, *Expenditures, Family School Relationship, Financial Policy, *Financial Support, *Grade 5, Individual Development, Interviews, *Learning, Parent Role, Parent School Relationship, Parent Student Relationship, *Resource Allocation, School Role, Statistical Studies, Student Characteristics, Student Role, Student School Relationship, Tables (Data), *Time Management.

Identifiers—*Chicago Standard Metropolitan Statistical Area.

Chapter 1 of this study discusses sources of educational inequality in terms of criteria for resource allocation, definitions of educational equity, and equity and efficiency in the classroom. Following the second chapter's review of literature on how resources affect learning, chapter 3 offers a theory of resource allocation education. The fourth chapter's attention to students' decision-making and their home and classroom time allocation is followed in chapter 5 by a look at parents' investments of time and money in their children's educations, and at their influence on schools. Chapters 6 and 7, respectively, address questions of diversity and uniformity in classrooms and resource allocation and the curriculum. Finally, chapter 8 discusses the goals and content of education, as well as interactive relationships and incentives in public education. The first of three appendices describes the study's research design, its population, and sampling procedures. Conducted over a 3-year period, the study involved 20 randomly selected school districts in the Chicago area, including 23 schools, 62 classrooms, and 253 public school fifth grade students. Appendix B provides a sample of a complete parent interview; appendix C briefly examines resource allocations within classrooms. The report contains approximately 50 tables. (JBM)

ED 242 097 EA 016 649

Bell, T. H.
The Peer Review Model for Managing a Career Ladder/Master Teacher/Performance Pay Program for Elementary and Secondary Schools.

Department of Education, Washington, DC.

Pub Date—[83]

Note—13p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Rank (Professional), *Career Ladders, Competitive Selection, *Differentiated Staffs, Elementary Secondary Education, Evaluation Criteria, Higher Education, *Master Teachers, Merit Pay, Merit Rating, Models, Participative Decision Making, *Peer Evaluation, Teacher Evaluation, Teacher Participation, *Teacher Promotion, *Teaching (Occupation).

To compete with other professions for the most able people, teaching needs a career ladder system for elementary and secondary teachers comparable to the peer review model offered in higher education. Such a system should consist of three levels. Following the initial, probationary position on the career ladder, that of beginning instructor, the majority of teachers would be appointed to the rank of professional teacher. The final step of the career ladder, that of master teacher, should command a significantly higher salary than that of the professional teacher and be accessible to a significant number of teachers. Master teacher positions should be announced like administrative positions; appointments should be made proportionately at the K-3, 4-6, junior high or middle school, and high school levels by a career ladder review panel composed of respected teachers, administrators, and others appointed by the superintendent. State legislators should appropriate funds specifically to the career ladder/master teacher program to help ensure its success. Career ladder review panels should be established as quickly as possible to respond to laws currently being enacted. These panels should involve teachers extensively both in the establishment of criteria for selecting master teachers and in the process of selection itself. (JBM)

ED 242 098 EA 106 650

Weiss, Janet A. And Others
Managing Cooperation and Complexity in Education: The Case of Educational Service Agencies.
Final Report.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Feb 84
Grant—NIE-G-80-0151; NIE-G-80-0151A

Note—286p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Education Service Centers, Elementary Secondary Education, Government School Relationship, Regional Programs, Shared Services, State School District Relationship

Identifiers—Connecticut, Massachusetts, Michigan, Washington, West Virginia

Educational Service Agencies (ESA's) are public education agencies that provide specialized programs and services to a group of school districts in a specified geographical region and to the state department of education. Most states have encouraged the development of ESA's that have either evolved out of county districts or have been created to provide technical assistance, innovation, economies of scale, or more professional service delivery to local school districts. This research examined nine ESA's in five states to explore the dynamics of successful intergovernmental collaboration. At the sites, 300 intensive, semistructured interviews were conducted with state education officials, state legislators, ESA staff, ESA board members, local superintendents, other local district staff, and local school board members knowledgeable about the creation, growth, and performance of the ESA. Data from observation and organizational records were also collected. Results show how the external political and legal context influences ESA performance and how ESA managers respond to constraints in their environment. Findings will be of interest to scholars in the fields of educational policymaking, implementation, and organizational theory; to practitioners in state and local education agencies that have contact with ESA's; and to ESA administrators. (Author/TE)

ED 242 099 EA 106 663

The Mood of American Youth. Based on a 1983 Survey of American Youth.

National Association of Secondary School Principals, Reston, Va.

Report No.—ISBN-0-88210-155-2

Pub Date—84

Note—71p; Photographs will not reproduce.

Available from—Publications, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (\$5.00).

Pub Type—Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, Career Choice, Extracurricular Activities, Family Relationship, Goal Orientation, National Surveys, Politics, Secondary Education, Social Change, Social Indicators, Student Attitudes, Student School Relationship,

Values, Youth, Youth Problems

This 1984 report by the National Association of Secondary School Principals is based on a survey of 1,500 students from grades 7 through 12 selected by means of a probability sample by National Family Opinions, Inc. The report compares today's students with those surveyed in a similar study in 1974. Chapter 1, "Students and Their Schools," includes sections on teachers, grades and homework, the classroom, school discipline, courses, principals, guidance counselors, and three student activities (school sports, music, and student councils). Chapter 2, "After the Dismissal Bell," contains discussions of working students, community service and non-school organizations, and such leisure activities as sports, video games and computers, and television. Chapter 3, "The Homefront," focuses on students' relationships with their parents, family communications, and student attitudes in relation to parent attitudes. In chapter 4, "Politics and Values," what students consider to be bad influences and important world and national problems, as well as their views on American government and politics, national service, religious practices, social issues, criminal justice, education, and moral issues are examined. Chapter 5, "Future Moves," concludes the report by recording students' post-high school plans, including preferred careers, salary expectations, and plans for marriage and children. (JBM)

ED 242 100 EA 106 665

Morris, Mary Frances
The Rising Tide of Educational Reform: A Bird's-Eye View.

Pub Date—Mar 84

Note—12p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Book Reviews, Elementary Secondary Education, Higher Education, Literature Reviews, National Surveys

Identifiers—Excellence in Education

This review of literature on the need for educational reform in America focuses on the following seven reports, all of which were published in 1983: (1) "A Nation at Risk: The Imperative for Educational Reform," by the National Commission on Excellence in Education; (2) "Action for Excellence," by the Task Force on Education for Economic Growth, chaired by North Carolina Governor James B. Hunt, Jr.; (3) "Educating Our Citizens: The Search for Excellence," by Walter Fritz Mondale and the Center for National Policy; (4) "Making the Grade," by the Twentieth Century Fund Task Force on Federal Elementary and Secondary Education Policy; (5) the Carnegie Foundation's "High School: A Report on Secondary Education in America"; (6) "Educating Americans for the 21st Century," by the National Science Board's Commission on Precollege Education in Mathematics, Science, and Technology; and (7) the College Board's "Academic Preparation for College." Following reviews of these seven reports concerned primarily with secondary education, attention is devoted to the 1982 report of the National Commission on Higher Education issues entitled, "To Strengthen Quality in Higher Education." (JBM)

ED 242 101 EA 106 667

Firestone, William A. Wilson, Bruce L.
Creating Cultures That Support Instruction: A View of the Principal's Leadership Role.

Research for Better Schools, Inc., Philadelphia, Pa.

Pub Date—Jan 84

Note—9p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, Culture, Educational Environment, Elementary Secondary Education, Institutional Characteristics, Institutional Environment, Leadership Styles, Organizational Climate, Organizational Communication, Principals, School Organization

Identifiers—Organizational Cultures

Organizational cultures are systems of publicly and collectively accepted meanings, beliefs, values, and assumptions that a staff uses to guide its actions and interpret its surroundings. In an effort to suggest concrete ways a principal can change or maintain a culture, three important elements of a school culture are discussed: content, symbols, and communication patterns. Content refers to commitments and task definitions emphasized by the school, including values such as diversity, respect for individual autonomy, and commitment to high

standards. Symbols of a culture are the means used to convey its content. These may include legends or stories; iconic physical objects such as flags, trophies, or even classroom furnishings; and rituals such as assemblies, teachers' meetings, conferences, and other recurrent activities. Communication patterns help reinforce the cultural context carried by the symbols. To be effective, a principal must establish preferences for certain kinds of cultural content, reinforce it through the symbol system, and consistently communicate this culture in all of his or her interactions around the school. (TE)

ED 242 102 EA 106 668

Torbert, William R.

"High Stage" Organizing.

Pub Date—Aug 83

Note—3p; Paper prepared for a symposium entitled, "The Developmental Perspective on Organizations: Implications for Organizational Theory and Practice," conducted at the Annual Meeting of the Academy of Management (Dallas, TX, August 1983).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bureaucracy, Cognitive Development, Developmental Psychology, Developmental Stages, Developmental Tasks, Human Resources, Organization, Organizational Theories, Psychological Studies, Social Science Research

Although a psychological theory of stages of transformation in human development currently exists, organizational researchers have yet to elaborate and test any theory of organizational transformation of comparable elegance. According to the organizational stage theory being developed since 1974 by William Torbert, bureaucratic organization, which is characterized by an instrumental rationality that does not question its own foundations, is to be contrasted to "high stage" modes of organizing, which are both instrumental and self-reflexive. A prime example of one type of postbureaucratic "high stage" mode of organizing—that of the "openly chosen structure"—is manifest in the United States Constitution, which emphasizes a flexible underlying contract over rigid surface structures, and in a business enterprise such as the Graphic Controls Cooperation. A more advanced postbureaucratic mode is that of the "Foundational Community"—exemplified by Jesus and his disciples and phenomena such as Gandhi and the Beatles—which invites participants to join in a continuing process of foundation-shaking research. A third and even higher stage of organizing, the "Liberating Disciplines" stage, involves helping new generations of persons and organizations to develop to a level as high as that of the organizational leadership. History provides only shadowy examples of the third stage. (JBM)

ED 242 103 EA 106 669

Merron, Keith Torbert, William R.

Ego Development and Managerial Effectiveness:

Early Findings from Offering Managers Feedback on Loevinger's Ego Development Measure.

Pub Date—[83]

Note—33p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Attitudes, Attitude Measures, Behavior, Beliefs, Bias, Cognitive Structures, Expectation, Humanistic Education, Job Performance, Managerial Occupations, Personality Measures, Psychological Patterns, Self Concept, Social Attitudes, Student Attitudes, Values

Identifiers—Loevinger Sentence Completion Test Since 1980, Loevinger's Sentence Completion Test has been used to explore the relationship between ego development and managerial effectiveness in the context of Boston College's Masters of Business Administration (MBA) program. According to the theory of ego development developed by Loevinger and others, most adults either inhabit one of four distinct worldviews or are in transition between them. The four worldviews, in ascending order of maturity, are (1) opportunistic, (2) social, (3) goal-oriented, and (4) integrative. In contrast to the first three, all of which are to some extent blind to opposing worldviews, the integrative worldview recognizes the partial validity of each of the other three. The two most frequent transitions the research has documented are the "analytic"—between social and goal-oriented worldviews—and the "rela-

tivistic"—between the goal-oriented and the integrative. Although recent research indicates that persons with relativistic and integrated worldviews make the best managers, most MBA students fall into other categories. The results of individual and group feedback sessions—as illustrated by the detailed presentations in this document of four separate cases involving four different worldviews—tend to confirm the "internal validity" of the Loewinger measure in predicting the relation of worldview to behavior. (JBM)

ED 242 104

EA 016 670

Torbert, William R.

Why Educational Research Has Been So Uneducational: The Case for a New Model of Social Science Based on Collaborative Inquiry.

Pub Date—81

Note—12p.; In: Reason, P., Ed. and J. Rowan, Ed. *Human Inquiry*. John Wiley and Sons, Ltd., 1981. Chapter 11.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cooperation, Discovery Learning, Educational Improvement, Educational Practices, Educational Principles, *Educational Research, *Experiential Learning, Inquiry, Learning Strategies, *Models, Participative Decision Making, Politics of Education, Power Structure, Problem Solving, *Scientific Attitudes, Scientific Enterprise, Scientific Methodology, *Social Science Research, Social Scientists

Identifiers—*Collaborative Inquiry

Educational research has thus far failed to greatly improve education because it is based on a model of reality that emphasizes unilateral control in both research and practice. Efforts to gain unilateral control presume that researchers or practitioners know what is significant from the outset, that they are essentially outside the situation they are observing or acting on, and that knowledge is to be used to implement a preconceived plan of action. Scientific research based on the unilateral control model seeks only to develop descriptive theories; when faced with the task of proposing alternatives to what it describes, such research fails because it does not reflect on its own assumptions. In contrast to the unilateral control model, which offers only a fundamentally anti-educational "reflective" science "about" action, a new model is needed on how to conduct an "action science." Such a science would consider the researcher to be an interactive participant, rather than a detached observer, in the situation under consideration and would welcome the possibility of change through dialog between the actor-researcher and others. Research, according to this new model of collaborative inquiry in the social sciences, would be regarded as an "experiment-in-practice," an opportunity for studying the self as well as others that would require a new politics and a new ethics. (JBM)

ED 242 105

EA 016 671

Torbert, William R.

The Role of Self-Study in Improving Managerial and Institutional Effectiveness.

Pub Date—81

Note—12p.

Journal Cit—*Human Systems Management*; v2 p72-82 1981

Pub Type—Guides - Non-Classroom (055) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business Administration, *Change Strategies, Demonstration Programs, Educational Change, Feedback, Higher Education, Inquiry, Institutional Evaluation, Institutional Research, Institutions, Leadership Styles, *Masters Programs, Models, Organizational Effectiveness, Policy Formation, Politics, Program Evaluation, *Program Implementation, *Self Evaluation (Groups)

Identifiers—*Boston College MA, *Collaborative Inquiry

After a brief introduction offering three reasons people and institutions hesitate to commit themselves to a continuing process of "self-study-in-action," four types of administrative leadership activities are distinguished, those that: (1) respond to external emergencies/opportunities, (2) accomplish role-defined tasks, (3) define and implement a major initiative, and (4) encourage institutional self-study. A detailed description of the first year of the self-study process at Boston College's School of Management (Massachusetts) is presented, including a summary of three initial faculty research semi-

nars, a discussion of postseminar "effectiveness" interviews, an examination of the validity of the feedback process, and an outline of the collaborative inquiry model of science. A subsequent discussion of the self-study process's second year provides a progress report on the newly implemented core curriculum and describes one particular "Integrative Activity" session that focused on the business management program's ability to generate an institutional environment that is inquiring, responsible, and effective. The long-term commitment needed to successfully establish a program of institutional self-study and collaborative inquiry is also emphasized. (JBM)

ED 242 106

EA 016 672

Torbert, William R.

Executive Mind, Timely Action.

Pub Date—83

Note—20p.

Journal Cit—Revision; v6 n1 p3-21 Spr 1983

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administration, Administrator Characteristics, *Administrator Role, Art, Cognitive Processes, Cognitive Style, Educational Research, *Leadership Qualities, Leadership Training, *Management Development, Management Teams, Managerial Occupations, Models, *Organizational Development, Teamwork, *Time Perspective

Identifiers—*Executive Mind, *Timely Action

The idea of "Executive Mind" carries with it the notion of purposeful and effective action. Part I of this paper characterizes three complements to "Executive Mind"—"Observing Mind," "Theorizing Mind," and "Passionate Mind"—and offers historical figures exemplifying all four types. The concluding section of part I, "The Transforming Power of Executive Mind," uses excerpts from an interview with Lech Walesa to illustrate all four types in a single individual. Part II begins by examining Japanese director Kurosawa's recent film, "Kagemusha" (The Shadow Warrior) as a felicitous illustration of "Executive Mind" and of the dilemmas of entering the executive role and of executive succession. Part II concludes by discussing the cultivation of a genuine executive team. The paper's third and final part explores a central feature of "Executive Mind"—"timely action." After proposing that research join existential study, developmental theorizing, and empirical testing, variations on the experience of time are discussed, a six-dimensional space/time model is offered, a theory of timely action and a nine-stage theory of organizational development are elaborated, and the usefulness of two distinct kinds of inquiry—interactional and instrumented—and the incompatibility of "Executive Mind" with ideological rigidity are affirmed. (JBM)

ED 242 107

EA 016 673

Salary Report #1: Principals and Assistant Principals. Administrative Information Report.

National Association of Secondary School Principals, Reston, Va.

Pub Date—Feb 84

Note—9p.; For related document, see ED 185 637.

Available from—Publications, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (\$1.00; orders of \$10.00 or less must be prepaid).

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Assistant Principals, Elementary Secondary Education, Expenditure Per Student, *Principals, *Salary Wage Differentials, School District Size, School Surveys

Identifiers—*Educational Research Service

This annual report contains current information, obtained from Educational Research Service (ERS), on salary schedules for principals and assistant principals; it presents summaries of 1983-84 data by school district enrollment and per pupil expenditure, and trend analysis of maximum scheduled salaries. To enable public school administrators to compare compensation levels in their own and other, similar, districts, ERS conducted a national survey of school systems in fall 1983. The complete three-volume ERS report provides summary and system-by-system data on wages and salaries for 33 professional and support positions in the 1,217 responding school districts; three sets of tables, compiled from the ERS data, are presented here. Sections I and II summarize means, medians, and ranges of minimum and maximum scheduled sala-

ries, first for principals and then for assistant principals, broken down by educational level: section I tabulates these data in four ranges of school district enrollment; section II, in five ranges of per pupil expenditure. Section III analyzes trends in principals' and assistant principals' maximum scheduled salaries for 1980-81 through 1983-84, giving percentage increases for 1983-84 over 1982-83; these data are broken down by district enrollment and educational level. (MCG)

ED 242 108

EA 016 675

Bank, Adrienne Williams, Richard C.

Defining School District Instructional Information Systems. Evaluation Systems Project.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Aug 83

Grant—NIE-G-83-0001

Note—21p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cost Effectiveness, Data Analysis, Data Collection, Educational Planning, Elementary Secondary Education, *Evaluation Methods, *Evaluation Utilization, Information Services, *Information Systems, *Information Utilization, Instructional Development, School Districts

Identifiers—*Instructional Information Systems

The components of existing district instructional information systems are identified and illustrated by examples from field studies and descriptions of work with two districts in defining their instructional information systems and assigning costs. Instructional information systems are loosely organized methods of providing past and present information about student attainment and program evaluation. These are analyzed into eight components (five "core" and three "contributory"): (1) specified users, (2) specified uses, (3) specified types of information inputs/outputs, (4) specified information delivery procedures, (5) specified monitoring of system functioning and of system use, (6) training for users in data-based decision-making and implementation, (7) availability of resources to support action planning, and (8) availability of resources to support implementation. Elements of each component common to all eight districts under study are then listed, followed by three case studies of instructional information systems: a student achievement model, a school improvement model, and a staff development model. Then a three-step cost analysis procedure is described: (1) identifying the system to which costs are assigned, (2) identifying costs associated with the system, and (3) evaluating these costs. The paper concludes with an impact assessment procedure, focusing on the extent to which an instructional information system impinges on various stages of decision-making. (TE)

EC

ED 242 109

EC 161 860

Rubenzer, Ronald L.

The Left-Right Hemisphere Model for Information Processing: Possible Implications for Education.

Pub Date—78

Note—102p.; For a related document, see EC 161 861.

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Cerebral Dominance, *Cognitive Style, *Disabilities, Elementary Secondary Education, *Models, *Neurology, *Problem Solving, Student Evaluation

The paper, part of an all-day workshop, reviews research and theory on left-right hemisphere information processing and psychophysiological models on the functional organization of the brain. Hemisphericity is considered in terms of language, cognitive style, role in education, verbal and non-verbal processing, affective concomitants, and communication between the hemispheres. EEG (electroencephalography) correlates of cognitive and affective states are discussed and patterns are classified according to delta, theta, alpha, and beta, categories. A psycho-physiological model of problem solving is proposed which associates hemispheric and EEG correlates to four stages of creative thinking (prepa-

ration, incubation, illumination, and verification). Training approaches on problem solving are offered, beginning with relaxation techniques and including profile analysis determining learning styles and instructional method. Educational implications are seen to include the importance of identifying the student's neurologically based learning style, of providing more opportunities to exercise the intuitive approach to problem solving, and of encouraging a relaxed classroom environment. (CL)

ED 242 110 EC 161 861
Rubenzer, Ronald L. Rubenzer, Donna O.
The Brain Owner's Manual: A Workshop on How to Reach Your Personal Best through a Whole Mind Approach. Revised.

Pub Date—84
Note—96p.; For related document, see EC 161 860.
Portions are marginally legible.
Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Cerebral Dominance, *Cognitive Style, *Creativity, *Models, *Neurological Organization, *Problem Solving

Designed to accompany an all-day "brain" workshop on neurological aspects of learning, the manual contains charts and illustrations depicting the role and function of the right and left hemispheres. Additional material addresses such topics as physiological evolution of the brain, disharmony between left/right brain functions, comparisons between the human brain and computers, age and brain development, sex and brain functioning, and the integration of both brains in the creative process. A narrative section comments on the rationale for stimulating right brain processes in education and proposes an approach to stimulate right brain processes. The model includes rationales and descriptions of three types of activities: physical sensory, affective-attitudinal-cognitive, and formal instructional. (CL)

ED 242 111 EC 161 880

Wilkins, Raymond G.
The Contemporaneity of the Past: Historical Reflections on Artistic Giftedness.

Pub Date—May 83
Note—115p.; Ph.D. dissertation, Pennsylvania State University.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Art Education, Biographies, History, *Mentors, *Talent, *Talent Development, *Visual Arts

Identifiers—*Eakins (Thomas), *West (Benjamin)
The dissertation examines approaches to the development of artistically gifted students. Benjamin West's life is used to depict self-training and Thomas Eakins's life to illustrate development through a mentor approach. Evaluation of definitional and identification issues is examined along with changes in educational options for artistically gifted students. Individual chapters review salient features of the lives and work of West and Eakins and a final section points out the importance of establishing an objective procedure for identifying students with talents in the visual arts and on nurturing the talents of master teachers such as West and Eakins. The value of humanistic interdisciplinary learning is also stressed. (CL)

ED 242 112 EC 161 881

Goodstone, Judith L. Whittemore, Charles
Training Social Inference in Mentally Retarded Adolescents.

Pub Date—Jun 83
Note—26p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (107th, Dallas, TX, May 29-June 2, 1983).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, *Cues, *Interpersonal Competence, Mental Age, *Mild Mental Retardation, Social Development

In an investigation of social inference (the ability to decode and comprehend cues), prompt questions of decreasing cognitive complexity were employed to train 60 mildly mentally retarded adolescents to logically interpret pictorial stimuli. Cartoon line drawings were used illustrating social situations representing a variety of family and peer interactions. Three levels of prompts, beginning at a low level and proceeding to higher levels, were employed. Analysis of pre- and post-training scores on the Test of

Social Inference indicated positive changes as a result of training. The main effect for number of sessions was not significant, nor was the interaction of condition by number of sessions. It appeared that only the middle and high level mental age groups benefited from training. (CL)

ED 242 113 EC 161 882

Williams, Wes And Others
Burlington's Making Special Friends Project: Volume II. Model Overview.

Burlington School District, Vt.; Vermont Univ., Burlington. Center for Developmental Disabilities.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—Sep 83

Contract—300-81-0413
Note—88p.; The document will not reproduce well due to small print. For related documents, see EC 161 883-885.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Secondary Education, Interaction, Interpersonal Competence, Peer Acceptance, *Peer Relationship, Program Development, *Severe Disabilities
Identifiers—*Making Special Friends Project, Vermont (Burlington)

The "Making Special Friends Project" of the Burlington, Vermont public school system resulted in a series of six manuals: (1) A Review of the Literature; (2) Model Overview; (3) Implementation Guidelines and Inservice Training Manual; (4) Strategies for Implementing Model Components; (5) Developing Community Resource and Accessibility Guides; (6) Sample Forms. Volumes 2-5 have been obtained by ERIC (see Note); volumes 1 and 6 could not be obtained. The project was designed to increase social integration and interactions among school aged severely handicapped students, peers, and community members. Following a brief review of the city's Special Education organization, the rationale for the project is given, citing the need for structured opportunities for social interactions and the part that social interaction plays in all learning tasks. The project features an ecological analysis of environments and subenvironments, development of prioritized objectives, normal developmental and cumulative skill building approaches, and an in-school social integration component which formulates strategies to increase social interaction opportunities. Strategies include providing social interaction training to nonhandicapped peers, severely handicapped learners, and regular teachers, and arranging environments to facilitate social interactions. Community integration and parent involvement are also emphases of the project. (CL)

ED 242 114 EC 161 883

Williams, Wes And Others
Burlington's Making Special Friends Project: Volume III. Implementation Guidelines and Inservice Training Manual.

Burlington School District, Vt.; Vermont Univ., Burlington. Center for Developmental Disabilities.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—Sep 83

Contract—300-81-0413
Note—42p.; The document will not reproduce well due to small print. For related documents, see EC 161 882-885.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Community Resources, Elementary Secondary Education, *Inservice Teacher Education, Interaction, *Models, Peer Acceptance, *Severe Disabilities, Teacher Workshops
Identifiers—*Making Special Friends Project

The third of six volumes in the series on the Making Special Friends Project (designed to increase interactions between handicapped students and their peers), describes an inservice training program to help implement the model. Suggested steps in organizing and preparing to implement the model are outlined, and a plan for inservice training is presented. An 11-module system covers such topics as ecological analysis, community resource and accessibility guides, transition plans, and facilitating social interaction skills. Each of the modules is outlined in terms of goals, activities, assignments,

and required readings. (CL)

ED 242 115 EC 161 884

Iverson, Ginny Salce And Others
Burlington's Making Special Friends Project: Volume IV. Strategies for Implementing Model Components.

Burlington School District, Vt.; Vermont Univ., Burlington. Center for Developmental Disabilities.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—Sep 83

Contract—300-81-0413
Note—116p.; The document will not reproduce well due to small print. For related documents, see EC 161 882-885.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Community Resources, Elementary Secondary Education, *Interaction, Parent Participation, Peer Acceptance, *Peer Relationship, *Program Implementation, *Severe Disabilities
Identifiers—*Making Special Friends Project

The fourth of six volumes on the Making Special Friends Project, an approach to promoting social interactions between severely handicapped students and nonhandicapped persons in the school and community, details procedures for implementation. The first section discusses a cornerstone of the project, the expanded Individualized Education Program process, which focuses on goals and objectives appropriate to the student's home, educational, and community life. Suggestions are given for planning and conducting pre-Individualized Education Program activities which include ecological analysis and transition plans. A section follows on the actual Individualized Education Program meeting and another on implementing the total education program (Individualized Education Program objectives, transition plans, and parent-teacher communication systems). Three final sections address additional components of the project: the in-school social integration component (information on scheduling, monitoring, and evaluation); the community integration component (including suggestions for training interaction skills in severely handicapped and nonhandicapped persons); and the parent involvement component (encouraging and soliciting parental input, maintaining contact, and providing information and support). (CL)

ED 242 116 EC 161 885

Pine, Leslie And Others
Burlington's Making Special Friends Project: Volume V. Developing Community Resource and Accessibility Guides.

Burlington School District, Vt.; Vermont Univ., Burlington. Center for Developmental Disabilities.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—Sep 83

Contract—300-81-0413
Note—74p.; The document will not reproduce well due to small print. For related documents, see EC 161 882-884.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Accessibility (for Disabled), *Community Resources, Elementary Secondary Education, Peer Acceptance, Resource Materials, *Severe Disabilities

Identifiers—*Making Special Friends Project

The fifth of six volumes in a series on the "Making Special Friends Project," a program designed to promote interaction between severely handicapped and nonhandicapped persons in school and community settings, details an approach for developing community resource and accessibility guides. Steps in the process are outlined, including determining the target population and area, identifying specific resources to be included, collecting the information, establishing an advisory committee, developing an accessibility checklist, and surveying the sites and geography. Procedures for compiling the guides are also considered, as are aspects of updating each. (CL)

ED 242 117 EC 161 886

Brown, Catherine Caldwell, Ed.
Childhood Learning Disabilities and Prenatal Risk: An Interdisciplinary Data Review for

Health Care Professionals and Parents. Pediatric Round Table: 9.
Johnson & Johnson Baby Products Co., Skillman, NJ.

Report No.—ISBN-0-931562-11-2

Pub Date—83

Note—126p.

Available from—Johnson & Johnson Baby Products Co., Grandview Rd., Skillman, NJ 08558 (\$6.00).

Pub Type—Collected Works - Proceedings (021) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Biological Influences, Birth Weight, Clinical Diagnosis, Diseases, Etiology, Genetics, *Health, High Risk Persons, Interdisciplinary Approach, Intervention, *Learning Disabilities, *Neurological Impairments, Nutrition, Obstetrics, Pregnancy, *Prenatal Influences, Prevention. The booklet summarizes proceedings from a conference on prenatal and perinatal factors associated with learning disabilities and neurological problems. Many of the papers report data from the Collaborative Perinatal Project of the National Institute of Neurological and Communicative Disorders and Stroke, a longitudinal study of pregnancy conditions. The first 12 papers consider the following interdisciplinary factors in learning disabilities: genetics, hormones and the brain, microcephalic hypoplasia, nutrition, maternal infections, environmental pollutants, prenatal drugs, smoking and drinking, obstetric medications, obstetrical trauma, low birth weight, and issues in infant assessment. A report of participants' discussion focuses on definitional issues; animal models and human behavior; links between biochemistry and behavior; and prediction, prevention, and intervention. (CL)

ED 242 118 **EC 161 887**

Alliances in Health and Education for Disabled Children and Youth: Directions for the 90s. A Forum (Arlington, Virginia, March 25-27, 1982).

American Association of Colleges for Teacher Education, Washington, D.C.; American Society of Allied Health Professions, Washington, D.C.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—83

Grant—451-CH-00233

Note—58p.

Pub Type—Collected Works - Proceedings (021) — Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Agency Cooperation, *Allied Health Occupations, Cooperation, *Cooperative Programs, *Disabilities, Education, Elementary Secondary Education, Interdisciplinary Approach, State of the Art Reviews. Selections from proceedings of a 1982 forum on collaboration between health and education groups serving disabled students and their families include an overview of the state of the art and suggestions for future cooperative ventures. In the keynote address, Senator L. Weicker, Jr., cites damaging effects of cutbacks in federal funds for special education and rehabilitation. Papers by M. Reynolds, H. Hickey, and H. Richardson, Jr., address the current status of education, allied health, and pediatrics. Responding to the state of the art papers are a consumer, E. Ellis, and a parent, J. Wittenmyer. Four papers describe cooperative program initiatives that emphasize sharing responsibilities with and communicating information to other disciplines. Prior to summary comments from the perspectives of education and allied health, forum issues and recommendations are considered in terms of obstacles to coordination and policy recommendations for national, state, and local efforts. (CL)

ED 242 119 **EC 161 889**

Mauldin, Evelyn.
Helen J. Stewart School Presents The Lois Barnes Fine Arts Festival and Workshops for Handicapped Children.

Pub Date—Nov 83

Note—14p.; Paper presented at the Conference "Interdependence: The Next Decade" (San Francisco, CA, November 3-5, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Exhibits, *Mental Retardation, Music, *Program Development, *Theater Arts, *Visual Arts

An arts festival at Helen J. Stewart School, Las Vegas, Nevada, a public school for students with all ranges of mental retardation, features participatory workshops, performances, and a variety of other "arts happenings." The festival is an outgrowth of a creative arts curriculum which promotes art, music, dance, and drama. Planning is extensive and begins in September for the March event. (A detailed timetable is presented.) Sample letters and forms and information flyers are presented as well. (CL)

ED 242 120 **EC 161 890**

Shaklee, Beverly D. Amos, Neil G.
Needed Competencies for Teaching Gifted and Talented Students.

Mississippi State Univ., Mississippi State.

Pub Date—83

Note—27p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Competence, *Curriculum Development, *Evaluation Methods, *Gifted, *Self Evaluation (Individuals), *Teaching Skills

Surveys on competencies for teaching gifted and talented students were completed by 96 elementary and secondary teachers of the gifted. Ss were asked to rate actual and desirable competencies and to report on a number of personal and demographic variables. Findings revealed 12 areas demonstrating the most significant discrepancy between actual and desired competence including familiarity with screening and assessment instruments and methods, curriculum development to foster affective and cognitive processes, development of interpersonal skills to strengthen self concept, and communication of program goals and objectives to regular classroom teachers and the public. Teachers with more teaching experience and education expressed a more positive view of their actual competencies. Implications for teacher education were noted. Questionnaires are attached. (CL)

ED 242 121 **EC 161 891**

Hanley, Tom V.
Microcomputer Software in Special Education: Selection and Management. Information Product Number Two. Report to RRC's. Microcomputer in the Schools—Implementation in Special Education.

COSMOS Corp., Washington, DC.; SRA Technologies, Inc., Arlington, VA.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC. Div. of Educational Services.

Pub Date—[Nov 83]

Contract—300-82-0250

Note—25p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administration, Case Studies, *Computer Assisted Instruction, *Computer Managed Instruction, *Computer Software, *Disabilities, Elementary Secondary Education, *Microcomputers, Special Education, Teacher Attitudes

The report describes a project assessing the organizational issues surrounding microcomputers in special education, with special emphasis on software selection and use. Twelve districts were visited, and both administrative and instructional applications of microcomputers were observed. Two major types of software—applications and systems software—are described, and the principle applications of microcomputers in special education instruction (computer assisted instruction, computer managed instruction, computer literacy, and computer science) and administration (word processing, financial, statistical, and graphic systems, and file management systems) are reviewed. A discussion on selecting and acquiring software addresses difficulties facing many districts in identifying appropriate software and in increasing teachers' knowledge about educational software. Evaluation criteria for special education software is suggested, including flexibility, and availability and distribution of educational software. A final note emphasizes the need to adopt more appropriate CAI software for special education and to develop more authoring and computer managed instructional systems. (CL)

ED 242 122 **EC 161 892**

Pijl, Sip J.
Individual Educational Plans in Dutch Special Education: So Far, No Good?

Pub Date—Oct 83

Note—22p.; Paper presented at the International

Conference on Learning Disabilities (5th, San Francisco, CA, October, 1983). Supported by funds from the Dutch National Foundation for Educational Research.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Disabilities, Educational Policy, Elementary Secondary Education, Foreign Countries, *Individualized Education Programs, *Special Education

Identifiers—*Netherlands

The paper reviews special education provisions (specifically regarding individualized education programs-IEPs) in Holland. Regular and special education operate fairly independently. Policy changes regarding IEPs are noted. IEPs are formulated to be both initial planning and instructional tools. Interviews and surveys were completed by 84 teachers regarding their concrete plans for newly admitted pupils. Teachers responded to questions regarding information available, information used, the content of the plan, educational goals set for students, teaching content of the IEP, instructional approaches and learning activities, planning of teaching materials, evaluation of the instruction, organization of instruction, and any needed adjustments of planning. It is concluded that the efforts to develop IEPs with goals and methods based on pupil learning problems are unrealistic. (CL)

ED 242 123 **EC 161 893**

Rubin, Joyce And Others

Reaching the Gifted: Grades K-6. Experimental.
New York City Board of Education, Brooklyn, N.Y.

Div. of Curriculum and Instruction.

Report No.—ISBN-0-88315-490-0

Pub Date—83

Note—308p.

Available from—Curriculum Production Unit, Room 617, 131 Livingston St., Brooklyn, NY 11201 (Curriculum No. 00-208020, \$8.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Education, *Family (Sociological Unit), *Gifted, Learning Activities, Lesson Plans, Talent, *Time

The manual presents information on classroom activities designed for gifted elementary grade students. The activities are adaptable for either homogeneous or heterogeneous settings and allow for flexibility and open mindedness in programming. An introductory section discusses ways to differentiate the curriculum in content, process, and product. Activities are presented according to two basic themes—family and time. The lesson plans specify performance objectives and activity information. Labels accompanying activities in grades K-6 represent higher levels of thinking skills (analysis, synthesis, and evaluation) as outlined in B. Bloom's taxonomy. The final section presents lesson plans for family and time concepts applied to areas of communication arts, science, social studies, mathematics, and interdisciplinary subjects. (CL)

ED 242 124 **EC 161 894**

Griffiths, D. And Others

[Community-Based Management for Persons with Handicapping Conditions: A Comprehensive Service Model.]

Pub Date—Nov 83

Note—40p.; Paper presented at the Annual Conference of the Association for the Severely Handicapped (10th, San Francisco, CA, November 3-5, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adaptive Behavior (of Disabled), Adjustment (to Environment), *Behavior Modification, Behavior Problems, Community Resources, *Deinstitutionalization (of Disabled), *Disabilities

Identifiers—*Ontario

York Behaviour Management Services, one of 33 programs funded by the Ontario (Canada) Ministry of Community and Social Services, is designed to help deinstitutionalized handicapped persons adapt to the demands of community life. An introduction (presented by D. Griffiths) on the background of behavior modification reviews reasons for some negative attitudes toward the approach. The management system advocated in the paper differs from some previous applications in that service is provided in the client's normal environment, and help

is also provided to critical support persons in the environment. Further discussion of the model centers on its application to transitional planning for deinstitutionalization (presented by Linda Hickey); services (focusing on prevention) offered to parents, teachers, direct care staff and other mediators in the community (presented by Lynann Outram); and a preventive orientation to serious behavior problems (presented by Andrew J. R. Harris). (CL)

ED 242 125 EC 161 895
Grosse, Susan J.
Physical Activities for Children with Severe Multiple Impairments.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, Va. Information and Research Utilization Center.

Pub Date—Aug 81
Note—20p.

Available from—American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Dr., Reston, VA 22091 (\$2.25, Stock No. 245-27000).

Journal Cit—Practical Pointers; v5 n3 Aug 1981
Pub Type—Guides - Classroom - Teacher (052) — Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adapted Physical Education, Elementary Secondary Education, Games, *Motor Development, Multiple Disabilities, *Physical Activities, *Physical Education, Preschool Education, *Severe Disabilities, Stimulation, Teaching Methods

Intended for teachers of students with severe multiple impairments, the booklet examines the role of physical activities in the education of this population and suggests approaches to enhancing their motor development. Suggestions are offered for stimulating movement in preschool, elementary, and secondary immobile children, including tactile stimulation, passive range of motion exercises, moving the child through or over obstacles, and parachute play. Among motivational techniques considered are modeling the activities, providing visually stimulating equipment or tasks, emphasizing repetitions, and using age-appropriate activities/equipment. Specific suggestions are outlined for preschoolers (such as using a multisensory approach), elementary students (including providing imitative activities), and secondary students (such as working with balloons and rubber bands). Individualized education program goals in the physical domain are discussed, and ways to teach specific motor skills to preschool, elementary, and secondary students are reviewed. The importance of selecting individually appropriate activities in developing the student's functioning is emphasized. (CL)

ED 242 126 EC 161 896
Bauer, Dan

Aerobic Fitness for the Severely and Profoundly Mentally Retarded.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, Va. Information and Research Utilization Center.

Pub Date—Nov 81
Note—47p.

Available from—American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Dr., Reston, VA 22091 (\$2.25, Stock No. 245-27002).

Journal Cit—Practical Pointers; v5 n4 Nov 1981
Pub Type—Guides - Classroom - Teacher (052) — Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adapted Physical Education, *Aerobics, Athletics, Elementary Secondary Education, *Heart Rate, Motor Development, *Physical Fitness, Running, *Severe Disabilities, *Severe Mental Retardation, Teaching Methods

The booklet discusses the aerobic fitness capacities of severely/profoundly retarded students and discusses approaches for improving their fitness. An initial section describes a method for determining the student's present fitness level on the basis of computations of height, weight, blood pressure, resting pulse, and Barach Index and Crampton Blood Plois tests (measures of energy expended by the heart). Additional screening devices and their modifications are covered. Planning considerations are noted in terms of length and intensity of exercise. The remainder of the book presents activity ideas for improving cardiorespiratory endurance and tolerance to exercises. Suggestions are offered

for walking, running for distance (including ideas for interval training), roller skating, obstacle course work, bike riding, air flow mat (a safe form of trampolines), relays, and aerobic activities for the nonambulatory. (CL)

ED 242 127 EC 161 897
Bauer, Dan

Aerobic Fitness for the Moderately Retarded.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, Va. Information and Research Utilization Center.

Pub Date—Nov 81
Note—33p.

Available from—American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Dr., Reston, VA 22091 (\$2.25, Stock No. 245-27004).

Journal Cit—Practical Pointers; v5 n5 Nov 1981
Pub Type—Guides - Classroom - Teacher (052) — Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adapted Physical Education, *Aerobics, Athletics, Elementary Secondary Education, *Games, *Moderate Mental Retardation, Motor Development, *Physical Activities, *Physical Education, *Physical Fitness, Teaching Methods

Intended for physical education teachers, the booklet offers ideas for incorporating aerobic conditioning into programs for moderately mentally retarded students. An explanation of aerobic fitness and its benefits is followed by information on initiating a fitness program with evaluation of height, weight, body fat, resting heart rate, and cardiovascular fitness. Following screening, a plan should be established regarding the frequency, duration, and intensity of exercise. Teaching principles should include avoidance of too much exercise, use of the overload principle, provision for progression, and adequate record keeping. Group and individual activities and games (running, walking, jumping rope, roller skating, stationary bike riding, obstacle course relays, relay races, and line games) designed to increase aerobic fitness are described along with teaching suggestions for each. Additional activities of dance and swimming are considered. (CL)

ED 242 128 EC 161 898
Dummer, Gail M. Windham, Geraldine M.

Mainstreaming in Physical Education: Planning and Implementing an Inservice Teacher Training Activity.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, Va. Information and Research Utilization Center.

Pub Date—Jan 82
Note—17p.

Available from—American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Dr., Reston, VA 22091 (\$2.25, Stock No. 245-27008).

Journal Cit—Practical Pointers; v5 n7 Jan 1982
Pub Type—Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adapted Physical Education, *Disabilities, Elementary Secondary Education, *Inservice Teacher Education, *Mainstreaming, Models, Program Development, Program Effectiveness, *Teacher Workshops

This publication describes an inservice training program implemented in September 1979 in the Montgomery County Public Schools (Maryland) to help physical education teachers involved with mainstreamed handicapped students. Issues emphasized in planning the program were relevance, information, convenience, and feasibility of the workshop model. Two workshop goals were identified: (1) to increase the participants' comfort level in their role with mainstreamed students; and (2) to provide strategies, materials, curricula, and alternatives for use with the students. Workshop content (including behavior management, information on student characteristics, and individualization) was identified by the inservice planning team, and the importance of using peer training and active learning in the inservice sessions was stressed. Evaluation and followup efforts indicated that the program was successful. Examples of workshop activities are given to illustrate the approach and the materials used. Features of the model that may require modification in other sites are considered, including composition of the inservice planning team, content of workshop sessions, and evaluation strategies. (CL)

ED 242 129 EC 161 899
Coward, Jim

Program Adaptations for Students in Four Selected Sports: Badminton, Golf, Archery, and Tennis.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, Va. Information and Research Utilization Center.

Pub Date—May 82
Note—12p.

Available from—American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Dr., Reston, VA 22091 (\$2.25, Stock No. 245-27014).

Journal Cit—Practical Pointers; v5 n10 May 1982
Pub Type—Guides - Classroom - Teacher (052) — Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adapted Physical Education, *Archery, *Badminton, Elementary Secondary Education, *Golf, Physical Activities, *Physical Disabilities, Physical Education, Recreational Activities, Teaching Methods, *Tennis

The booklet reviews ways in which students with crutches may be helped to successfully participate in four specific sports. General guidelines for modifying programs for this group include the importance of thorough assessment, attention to details of the game play, and consideration of equipment and supply alterations. Each of the four sports is addressed separately (sample suggestions in parentheses): badminton (use of an extended racket to extend reach, allow the student to sit while participating); golf (use of a golf club with an angled shaft); archery (allow the student to kneel or lean against a raised bench); and tennis (use of a tennis ball retriever and modifications in the basic grip and standard techniques). (CL)

ED 242 130 EC 161 900
Aharoni, Hezkiah

Games and Activities for Severely Handicapped Students Utilizing Small Space and Minimal Equipment.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, Va. Information and Research Utilization Center.

Pub Date—Aug 82
Note—27p.

Available from—American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Dr., Reston, VA 22091 (\$2.25, Stock No. 245-27016).

Journal Cit—Practical Pointers; v5 n11 Aug 1982
Pub Type—Guides - Classroom - Teacher (052) — Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adapted Physical Education, Elementary Secondary Education, *Games, *Physical Activities, Physical Education, Play, *Severe Disabilities

The manual describes games and activities requiring minimal equipment and space for severely handicapped children. General guidelines touch upon such aspects as the importance of avoiding frustration or boredom, varying the activity to maintain interest, providing short rest periods when necessary, and ensuring the fullest possible participation for all students. Adaptation principles focus on consideration of equipment, playing areas, team size, game rules, and time factors. Descriptions are provided for games and activities that emphasize the following skills: walking, running, and wheeling; pushing and pulling; striking with hands and objects; throwing and catching; kicking; rolling; exercises/activities on floor mats; and table activities. Two separate sections describe wheelchair drills and aquatic games and activities. (CL)

ED 242 131 EC 162 101
Heekin, Shelley, Ed. Mengel, Patricia, Ed.

New Friends: Mainstreaming Activities to Help Young Children Understand and Accept Individual Differences.

Chapel Hill Training-Outreach Project, N.C. Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Pub Date—83
Note—165p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Communication Disorders, *Disabilities, Early Childhood Education, Emotional Dis-

turbances, Hearing Impairments, *Learning Activities, Learning Disabilities, *Mainstreaming, Mental Retardation, *Peer Acceptance, Peer Relationship, Physical Disabilities, Simulation, *Student Attitudes, Visual Impairments, Young Children

Identifiers—*New Friends Program

The booklet describes the New Friends approach to mainstreaming young handicapped students. The approach focuses on the understanding and acceptance of individual differences through introduction of life-sized dolls with disabilities. Seven units are presented, each with notes to the teacher, discussion guidelines, lists of frequently asked questions and answers, sample scripts for introducing each doll, activity ideas, and resources. Activities may be appropriate for playgrounds, interest centers, and small group learning. The units focus on the following topics (sample activities in parentheses): concepts of similarities and differences among people (self awareness activities); visual impairments (different ways of seeing, using other senses); hearing impairments (simulation of hearing loss, learning about sign language); physical impairments (obstacle course, simulation, hospital play); communication difficulties (communicating without speech); learning disabilities and mental retardation (mirror images); and emotional problems (problem solving). Appended information includes suggestions for making the various dolls and information and selected readings on young children and disabilities. (CL)

ED 242 132

EC 162 102

Shelton, Carolyn

The Kansas Facilitator Paraprofessional Training Program: A New Perspective for a Statewide Network for the Special Education Paraprofessional Working in Severely Multiply Handicapped/Deaf-Blind Programs in the 80's.

Pub Date—3 Nov 83

Note—6p.; Paper presented at the Annual Conference of the Association for the Severely Handicapped (10th, San Francisco, CA, November 3-5, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Deaf Blind, *Disabilities, Elementary Secondary Education, *Paraprofessional School Personnel, *Severe Disabilities, Staff Role

Identifiers—Kansas

In Kansas, paraprofessionals have very specific roles and responsibilities in special education, and increasingly, in classes for severely handicapped and deaf blind students. Paraprofessionals have instructional responsibilities under the supervision of the classroom teacher. Additional duties include assisting with supplementary work for advanced pupils, helping prepare instructional materials, scoring objective tests and papers, and working with individuals or small groups on language development as outlined by the speech clinician. Paraprofessionals should not assume full responsibility for diagnostic or educational services. Kansas districts have been reimbursed for employing approved paraprofessionals. In work with severely handicapped deaf blind programs, paraprofessionals function in instructional, administrative, classroom maintenance, and clerical roles. (CL)

ED 242 133

EC 162 103

Daniilova, L. A.

Methods of Improving the Cognitive and Verbal Development of Children with Cerebral Palsy.

Monograph 23.

World Rehabilitation Fund, Inc., New York, NY. Spons Agency—National Inst. of Handicapped Research (ED), Washington, DC.

Report No.—ISBN-0-93986-35-3

Pub Date—83

Grant—G008103982

Note—94p.; Translated from the Russian by Robert H. Silverman. The author's institutional affiliation was the Turner Research Institute of Orthopedics and Traumatology, Leningrad, USSR.

Pub Type—Reports - Research (143) — Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Cerebral Palsy, *Cognitive Development, Infants, *Intervention, Preschool Education, Primary Education, *Psychological Evaluation, Psychological Patterns, *Speech Therapy

Identifiers—USSR

This four-chapter monograph, translated from a 1977 Russian book written originally in Russian for Russians, describes methodology and results of the study of cognitive activity in children with cerebral palsy. An initial chapter reviews research on impairments in cognitive activity and speech defects in such children and on methods of remediation. The second chapter describes techniques developed and used in psychological and speech therapy examinations that assess, such areas as the articulatory system, emphatic speech, cognitive activity, and motor capacity. Chapter III traces psychomotor and verbal development of normal and cerebral palsied children at successive age levels. Lastly, in chapter IV, an approach to psychological and speech remediation is outlined for infants, preschoolers, and primary students (K-3). Suggestions focus on such aspects as development of spatial imagination, visual perception of color, development of temporal imagination, development of oral speech, and overcoming pronunciation defects. (CL)

ED 242 134

EC 162 104

Glen, Sally S. McCoy, Youlanda H.

Orientation to Handicapping Conditions: Level I.

Training Module.

Learning and Education for Exceptional Paraprofessionals, Greensboro, N.C.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—[80]

Grant—G008000542

Note—196p.; For related documents, see EC 162 105-106.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Disabilities, Educational History, Elementary Secondary Education, Emotional Disturbances, Handicap Identification, Hearing Impairments, Individualized Education Programs, Language Handicaps, Learning Disabilities, Mental Retardation, Paraprofessional School Personnel, Physical Disabilities, *Special Education, Speech Handicaps, *Student Characteristics, Student Evaluation, Visual Impairments

Part of a three-part series depicting training approaches for paraprofessionals working with handicapped children, the booklet focuses on two major competencies: general understandings of special education and of major handicapping conditions. This module is intended for paraprofessionals who have had little experience with, and/or education about, special needs children. Each competency consists of objectives which are further broken down into activities with suggested times for each activity. The first competency is addressed in terms of definition of key terms, historical developments in special education (including information on relevant legislation), the paraprofessional's role in identification and assessment, and the individualized education program. Competency 2 focuses on general information on characteristics and teaching strategies for children with seven handicapping conditions: mental retardation; hearing impairments; speech and language impairments; orthopedic and health impairments; emotional handicaps; learning disabilities; and visual impairments. Handouts and mini-lectures are provided for competency objectives. (CL)

ED 242 135

EC 162 105

Glen, Sally McCoy, Youlanda

Orientation to Handicapping Conditions: Level II.

Training Module.

Learning and Education for Exceptional Paraprofessionals, Greensboro, N.C.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—[80]

Grant—G008000542

Note—187p.; Parts of appendices may be marginally legible due to light print. For related documents, see EC 162 104-106.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Disabilities, Educational History, Elementary Secondary Education, Emotional Disturbances, Hearing Impairments, Individualized Education Programs, Language Handicaps, Learning Disabilities, Mental Retardation, Paraprofessional School Personnel, Physical Disabilities, *Special Education, Speech Handicaps, Staff Role, Student Characteristics, Student Evaluation, Teaching Methods, Teaching Skills, Visual Impairments

The second of three training modules for paraprofessionals working with handicapped children, this

manual presents information relevant to paraprofessionals in community colleges, public schools, and child care settings. The module is intended for those with some experience and/or education regarding special needs children. The first of two major competencies addressed is the development of a general knowledge of special education. Objectives considered for this competency include definition of special education, historical developments in special education, assessment and evaluation, the individualized education program (formal provisions, parental participation and student rights), and national and local resources for special educators (with a discussion on the role of the advocate). The second competency, development of general knowledge about seven specific handicapping conditions, considers student characteristics and suggested teaching approaches in relation to: mental retardation; hearing impairment; speech and language impairment; orthopedic and health impairments; emotional handicaps; learning disabilities; and visual impairments. Objectives for both competencies are divided into activities with suggested times noted. (CL)

ED 242 136

EC 162 106

Glen, Sally McCoy, Youlanda

Behavior Management: Training Module.

Learning and Education for Exceptional Paraprofessionals, Greensboro, N.C.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—[80]

Grant—G008000542

Note—100p.; For related documents, see EC 162 104-105.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Behavior Modification, *Disabilities, Elementary Secondary Education, *Paraprofessional School Personnel, *Staff Role

This publication, the third in a series of modules designed for paraprofessionals working with handicapped children, presents objectives and related activities for three competencies in behavior management. The first competency, on the definition and underlying concepts of behavior management, focuses on the application of behavior management principles to everyday life and learning situations. The second competency addresses the role of the paraprofessional in behavior management, with objectives centered on the importance of self-awareness, observation and recordkeeping. The final competency deals with specific behavior management techniques (ignoring, signal interference, proximity control, interest boosting, humor, hurdle lessons, restructuring, routine, values clarification, removal of seductive objects, antiseptic "bounce," and physical restraints.) Activities and test questions are identified for each of the module's objectives. (CL)

ED 242 137

EC 162 107

Edwards, Paul

The Computer and Recreation.

Pub Date—[83]

Note—17p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Blindness, *Computer Software, Games, Leisure Time, *Microcomputers, *Recreational Programs, *Visual Impairments

The paper examines the applications of microcomputers to recreation programming for blind persons. The accessibility of microcomputers to this population is discussed, and the advantages as well as disadvantages of speech synthesis equipment are noted. Information is presented on the modification of hardware for Radio Shack and Apple computers. Sources for software, including local computer libraries, mail order houses, and public libraries are listed. Suggestions for using computer games in recreation for the blind include beginning with games that involve easily recognized speech. Benefits for the instructor are seen to include ease of planning and recordkeeping. The paper concludes with a list of games, their status (public or commercial), a brief description, and a list of 11 vendors and their addresses. (CL)

ED 242 138

EC 162 108

Sanspree, Mary Jean McGrath, Glenn

Career Planning Modifications for the Visually Impaired Learner.

Pub Date—Oct 83

Note—11p.; Paper presented at the International

Conference for Division of Career Development-Council for Exceptional Children (Chicago, IL, October 23, 1983).

Pub Type—Speeches/Meeting Papers (150) — Guides—Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Career Development, *Career Planning, Curriculum Development, Elementary Secondary Education, *Visual Impairments, *Visually Handicapped Mobility

Modifications of educational programs can enable visually impaired learners to benefit from career planning from elementary through secondary grades. Exploration and mobility issues are critical, and the student must acquire personal awareness in respect to the environment before basic work tasks can be performed. Classroom adaptations that require the visually impaired child to develop independence in traveling are important parts of the curriculum. Many modifications require only portable and useable equipment within the classroom. Appropriate teacher training is another vital concern in the successful career development of visually impaired learners. (CL)

ED 242 139 EC 162 109
Gaining Information for Educational Program Planning: A Selection of Assessment Instruments. Project CAST.

Charles County Board of Education, La Plata, MD. Office of Special Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.

Pub Date—[81]

Grant—G007804955

Note—29p.; For related documents, see EC 162 110-117.

Pub Type—Reference Materials—Bibliographies (131)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Mild Disabilities, *Program Development, Scores, Secondary Education, Test Interpretation, *Test Use

The booklet describes seven assessment instruments that may be helpful in planning educational programs for mildly educationally handicapped secondary students. Each instrument is outlined in terms of ordering information, target population, areas assessed, materials included, time required for administration, group size, format and administration, scoring, interpretation of scores, and use of information. The following instruments are described: Woodcock-Johnson Psycho-Educational Battery; Social and Prevocational Information Battery; Picture Interest Exploration Survey; The Self Directed Search for Educational and Vocational Planning, Form E; Judgment of Occupational Behavior Orientation; California Occupational Preference System II, Intermediate Inventory; and Program for Assessing Youth Employment Skills. (CL)

ED 242 140 EC 162 110
Program Evaluation: A Sample Plan for Select Community-Based Career Education Programs. Project CAST.

Charles County Board of Education, La Plata, MD. Office of Special Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.

Pub Date—[81]

Grant—G007804955

Note—54p.; For related documents, see EC 162 109-117. Title on front cover of document reads, "A Sample Program Evaluation Plan."

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Career Education, *Community Resources, Formative Evaluation, *Mild Disabilities, *Program Evaluation, Secondary Education, Summative Evaluation

Identifiers—*Project Community and School Together

The booklet describes the conceptual approach and operation of the evaluation plan used by Project CAST (Community and School Together), a community-based career education program for handicapped students. Three levels of evaluation are proposed for providing data for both formative and summative evaluation; these levels are: (1) effort evaluation, (2) performance evaluation, and (3) outcome evaluation. Sample evaluation strategies described include summative evaluation of student outcomes, such as acquisition of life skills and basic

skills; summative evaluation of the impact of other program activities on the community (specifically the resource persons and parents); and formative evaluation of program process objectives. The booklet concludes with sample instruments, including the interview protocol and questionnaires for resource persons, the parent opinion survey, and the student survey and interview protocol. (CL)

ED 242 141 EC 162 111
Project CAST Resource Person Handbook.

Charles County Board of Education, La Plata, MD. Office of Special Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.

Pub Date—[81]

Grant—G007804955

Note—24p.; For related documents, see EC 162 109-117.

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Career Education, Career Exploration, *Community Resources, *Disabilities, On the Job Training, Secondary Education

Identifiers—*Project Community and School Together

The booklet, part of a series on Project CAST (Community and School Together), a community-based career education program for special education secondary students, presents information for community resource persons. The resource person's role is explained, and his/her activities in four phases of the project are delineated: career awareness (hosting a field trip); career exploration (providing a 1-day "shadowing" experience and visiting project classes as a guest speaker); career investigation (providing opportunities for the student to observe job tasks, perform them with assistance, and perform them independently); and on-the-job training and work study. Suggestions given for resource persons involved with students in the first two phases touch upon possible field trip and guest speaker topics, general information about project students, and possible information for students during shadowing experiences. The booklet concludes with sample evaluation forms to be completed for each stage. (CL)

ED 242 142 EC 162 112
Project CAST.

Charles County Board of Education, La Plata, MD. Office of Special Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.

Pub Date—[81]

Grant—G007804955

Note—218p.; For related documents, see EC 162 109-117.

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC09 Plus Postage.

Descriptors—*Career Development, *Career Education, Career Exploration, Community Resources, *Disabilities, *School Business Relationship, *School Community Programs, Secondary Education, Staff Role

Identifiers—*Project Community and School Together

The document outlines procedures for implementing Project CAST (Community and School Together), a community-based career education program for secondary special education students in Charles County, Maryland. Initial sections discuss the role of a learning coordinator, (including relevant travel reimbursement and mileage forms) and an overview of project objectives for each of four phases (career awareness, career exploration, career investigation, and on-the-job training/work study). Project materials and procedures for obtaining them are reviewed. A section on legal issues addresses accidents, medical/health information, transportation, and hazardous occupations. Guidelines for placement of students in the appropriate phase are offered, and step-by-step procedures for implementing each of the phases are detailed. Assessment information focuses on purposes, instruments, requirements, vocational assessments, and reports. A major part of the document is composed of curriculum information and course outlines for units in each phase. The curriculum offers goals and objectives in three areas: independent living skills, basic academic skills, and career development. Extensive examples of project forms include class forms checklists, permission forms, data and information sheets, and student and teacher evaluation forms.

The document concludes with a list of job titles appropriate for CAST participants and examples of types of businesses currently working with the project. (CL)

ED 242 143 EC 162 113
Career Development: Objectives Guide. Project CAST.

Charles County Board of Education, La Plata, MD. Office of Special Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.

Pub Date—[81]

Grant—G007804955

Note—34p.; For related documents, see EC 162 109-117.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Behavioral Objectives, Career Awareness, *Career Development, *Career Education, Career Exploration, *Disabilities, Secondary Education, *Student Educational Objectives

Identifiers—*Project Community and School Together

One of a series of booklets on Project CAST (Community and School Together), a community-based career education program for educationally handicapped secondary students, the guide identifies basic competencies in career development. The guide is divided into four sections according to program phase (career awareness, career exploration, career investigation, and on-the-job training). Each of the phases includes a behavioral goal statement and sub-objectives for self awareness, occupational knowledge, and job acquisition, maintenance, and termination. The guide concludes with a list of resources on the topic giving information on type of material and publisher, and a brief description. (CL)

ED 242 144 EC 162 114
Health/Science: Objectives Guide. Project CAST.

Charles County Board of Education, La Plata, MD. Office of Special Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.

Pub Date—[81]

Grant—G007804955

Note—42p.; For related documents, see EC 162 109-117.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Behavioral Objectives, *Career Education, *Daily Living Skills, *Disabilities, *Health, High Schools, *Science Instruction, Student Educational Objectives

Identifiers—*Project Community and School Together

The guide, one of a series of documents on Project CAST (Community and School Together), a community-based career education program for secondary special education students, presents a continuum of objectives in the areas of health and science which should be taught in grades 9-12 and which represent minimal competencies for independent living. Behavioral goal statements, objectives, and specialized vocabulary are offered for the following topic areas: good hygiene, safety, first aid, nutrition, illness, medical instructions, medical facilities, emergency, conservation/environment, drugs, family planning, pregnancy and child rearing. A section on resource materials with brief summaries and information on publishers concludes the guide. (CL)

ED 242 145 EC 162 115
Language Arts: Objectives Guide. Project CAST.

Charles County Board of Education, La Plata, MD. Office of Special Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.

Pub Date—[81]

Grant—G007804955

Note—37p.; For related documents, see EC 162 109-117.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Behavioral Objectives, *Career Education, *Daily Living Skills, *Disabilities, High Schools, *Language Arts, *Student Educational Objectives

Identifiers—*Project Community and School Together

Intended to help special education teachers plan individualized education programs for high school special education students, this Project CAST (Community and School Together) guide presents language arts learning objectives important to independent living. Goal statements, behavioral objectives, and specialized vocabulary are outlined for the following language arts topics: listening/speaking, reading, writing, reference materials, telephone use, newspaper use, and restaurant skills. A list of resources with brief summaries and information on publishers and material type (cassette, activity sheets, etc.) concludes the document. (CL)

ED 242 146 EC 162 116
Math: Objectives Guide. Project CAST.
Charles County Board of Education, La Plata, MD.
Office of Special Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Div. of Innovation and Development.

Pub Date—[81]
Grant—G007804955
Note—55p.; For related documents, see EC 162 109-117.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adjustment (to Environment), *Behavioral Objectives, Budgeting, *Daily Living Skills, *Disabilities, *Mathematics Skills, Measurement, *Money Management, Secondary Education, Student Educational Objectives, Time Identifiers—*Project Community and School Together.

The guide lists math objectives needed for independent living by secondary special education students. One of a series of Project CAST (Community and School Together) life skills manuals, the guide outlines basic competencies in terms of goal statements, behavioral objectives, and specialized vocabulary for the following areas: money, making change, paychecks, budgeting, banking services, savings accounts, checking accounts, loans and credit, comparative shopping, taxes, time, linear measurement, liquid and dry measurement, measuring temperature, measurement devices for the operation of a vehicle, graphs and charts, and determination of clothing sizes. A list of resource materials with brief summaries and publisher information concludes the document. (CL)

ED 242 147 EC 162 117
Social Studies: Objectives Guide. Project CAST.
Charles County Board of Education, La Plata, MD.
Office of Special Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Div. of Innovation and Development.

Pub Date—[81]
Grant—G007804955
Note—54p.; For related documents, see EC 162 109-116.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adjustment (to Environment), *Behavioral Objectives, Career Education, Citizenship, Cultural Education, *Daily Living Skills, *Disabilities, Political Science, Secondary Education, *Social Studies, Student Educational Objectives, Student Rights

Identifiers—*Project Community and School Together

The final document in a series on life skills objectives developed by Project CAST (Community and School Together), a community-based career education program for secondary special education students, this guide outlines social studies competencies needed for independent living. Goal statements, behavioral objectives, and specialized terminology are presented for the following social studies topics: understanding one's heritage, student rights and responsibilities, local government, state government, federal government, citizenship, community services, signs, map skills, geography, modes of transportation, housing, home maintenance, maintenance of goods and property, and insurance. A list of resource materials with information on publishers and brief summaries concludes the document. (CL)

ED 242 148 EC 162 118

Feldman, David. Feldman, Brian
The Responses to Written Language by Elementary Level Learning Disabled Students.
Pub Date—Apr 83

Note—87p.; Paper presented at the Annual Interna-

tional Convention of the Council for Exceptional Children (61st, Detroit, MI, April 4-8, 1983).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Intermediate Grades, *Learning Disabilities, *Miscellaneous, Reading Difficulties, *Reading Processes, Reading Research, *Writing Processes

The investigation involved a comprehensive descriptive analysis of the reading and writing behavior of 13 upper elementary level learning disabled students. Data were collected on student responses to 11 language tasks, including drawing; forming letters, numbers, and their names; being read to; reading; and answering questions about reading and writing. Other tasks focused on the student's book handling knowledge and on specific reading abilities. Interviews and surveys were conducted to ascertain students' attitudes and concepts of reading and writing, parental attitudes and models of reading, students' developmental and educational histories, and home environments. Students' miscue analysis (i.e., deviations from print) of their oral reading and subsequent story retelling revealed how effectively they utilized the syntactic, semantic, and graphophonemic language systems in relation to reading comprehension. The results indicated that these students' responses to written language could be analyzed, categorized, and qualitatively measured within a particular information processing, psycholinguistic paradigm. The implications focused on the practical implementation of whole language instruction and integrated activities into the urban elementary school special education curriculum and the learning disabled students' home environment. Appendices include: The Parent Questionnaire; Parent Individual Questionnaire; Book Handling Knowledge Inventory; Concepts of Reading Inventory; Concepts of Writing Inventory; Reading Interview; Reading Miscue Inventory; Evaluation and Worksheet; summary and Profile Sheet of Reader's Strengths; and Sample Lesson Plans for Comprehension. (Author/CL)

ED 242 149 EC 162 119

Miles, M.
Rehabilitation Broadcasts to Rural Villages.

[Draft].

Pub Date—[84]

Note—24p.

Pub Type—Creative Works (030)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Blindness, *Child Rearing, Deafness, Developing Nations, *Disabilities, Epilepsy, Family Relationship, *Foreign Countries, Mental Retardation, Physical Disabilities

Identifiers—Pakistan

The scripts are intended for broadcasting in translation to villages in Pakistan to raise awareness about disabilities and to provide practical advice to parents of disabled children. The initial broadcast emphasizes the essential humanity of all disabled persons, while subsequent broadcasts address issues in raising children with mental retardation, epilepsy, physical disabilities following polio, blindness, and deafness. Interviews with the children or young adults, doctors, and family members are included. (CL)

ED 242 150 EC 162 120

Mirenda, Pat. And Others
A Task Force Report on Analysis of the Commu-

cative Functions of Behavior.

Madison Public Schools, Wis.; Wisconsin Univ., Madison.

Spons Agency—National Inst. of Education (ED), Washington, DC.; Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date—[82]

Contract—300-81-0355

Grant—NIE-G-81-0009

Note—28p.

Pub Type—Information Analyses (070) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Autism, *Behavioral Science Research, *Behavior Problems, *Communication (Thought Transfer), Elementary Secondary Education, Interaction, *Pragmatics

The paper reviews research which views the inappropriate behavior of children with autism from a pragmatics perspective and suggests a classroom-based tool for analyzing behaviors and planning interventions. The pragmatics premise is that

all behavior reflects the individual's attempts to interact and communicate. The pragmatics perspective, then, considers the functional role of bizarre behaviors rather than a strictly behavioral dynamic view. A pragmatics-oriented assessment tool is proposed which groups functions of behavior into five main categories: requests, negations, declarations/comments, declarations about feelings, and non-interactive functions. Evaluators form and test hypotheses regarding function-behavior relationships based on examination of the context. Interventions based on analysis fall into two general categories: communication training strategies and behavior management strategies. A case study illustrates the approach with a 7-year-old autistic child. Appendices list definitions of behavioral and functional categories. (CL)

ED 242 151 EC 162 121

Ford, Alison. And Others
Arranging Instruction to Ensure the Active Participation of Severely Multihandicapped Students.

Madison Public Schools, Wis.; Wisconsin Univ., Madison.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Div. of Personnel Preparation.

Pub Date—[82]

Grant—G008102099

Note—52p.; Print in parts of the document is light and small.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Daily Living Skills, Elementary Secondary Education, Environmental Influences, *Multiple Disabilities, *Severe Disabilities, *Student Participation, Teaching Methods

This task force report considers strategies designed to elicit active participation on the part of severely multihandicapped students. The first section considers ways to gather information on environments and daily activities of severely multihandicapped students. Hypothetical daily home and vocational routines were composed and estimates made of daily time spent on the tasks. The next section examines skills required of severely multihandicapped students and the degree to which he/she can perform them. Ecological inventories are described which allow for prioritization of instructional targets and the use of partial response descriptors. The final section addresses ways to arrange instruction to ensure active participation through contextual rather than isolated instruction, small group rather than one-to-one instruction, conditional rather than unconditional assistance, heterogeneous versus homogeneous groupings, and predictable rather than unpredictable features of the schedule and structural arrangement. Appended are a parent participation guide, and an "ecological inventory" based on observations of children's behavior when playing with a remote control car. (CL)

ED 242 152 EC 162 122

Ranieri, Linda. And Others
The Relative Effectiveness of One-to-One versus

One-to-Three Instructional Arrangements with

Severely Multihandicapped Students.

Madison Public Schools, Wis.; Wisconsin Univ., Madison.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Div. of Personnel Preparation.

Pub Date—[82]

Grant—G008102099

Note—18p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, *Grouping (Instructional Purposes), Individualized Instruction, Multiple Disabilities, *Program Effectiveness, *Severe Disabilities, *Small Group Instruction, *Student Teacher Ratio

An examination was conducted by a teacher who was interested in how the responses of three multihandicapped students (7-8 years old) differed in one-to-one and one-to-three instructional arrangements given (1) the physical limitations of the students; (2) an activity that demanded much physical prompting; and (3) limited instructional resources. Data were collected on the motoric responses made by each student during a 45 minute snack session. In the one-to-three arrangements, the teacher instructed the students concurrently. In the one-to-one arrangements, the teacher instructed each student consecutively. Thus, during the one-to-one arrangements, a student received one-to-one in-

struction for a portion of the 45 minute session and was wheeled to a free time area for the remaining portion. Results indicated that the students made more task-relevant responses and fewer counterproductive responses during the one-to-three arrangement than during the one-to-one arrangement when the data from the free time portions were included in the analysis. Discussion focused on the merits and limitations of one-to-one arrangements and the implications of these findings for the design of future research efforts. (Author/CL)

ED 242 153 EC 162 123

Sweet, Mark. And Others

Vocational Training: Are Ecological Strategies Applicable for Severely Multihandicapped Students?

Madison Public Schools, Wis.; Wisconsin Univ., Madison.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date—82

Grant—G008102099

Note—33p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Education, Elementary Secondary Education, Multiple Disabilities, *Severe Disabilities, *Vocational Education

The paper describes vocational education approaches designed to prepare severely handicapped students for nonsheltered, meaningful work. Training is cumulative, beginning with early childhood training and continuing through middle school, high school, and transition stages. Ecological strategies are advocated to match characteristics of non-school training sites (opportunity for interactions, adequate accessibility and space, access to transportation, access to other community resources) to student characteristics. Procedures involved in securing training sites are noted, including making initial contacts with community businesses, writing a training agreement, and maintaining and expanding non-school vocational training sites. Emphasis is placed on the opportunity for longitudinal vocational instruction, individual adaptations to enhance maximum participation, and systematic vocational instruction. Appended are samples of a student profile, an initial contact form, an information sheet, an initial meeting form, a site evaluation form, a training agreement form, and a parent permission form for community job training placement. (CL)

ED 242 154 EC 162 124

Nisbet, Jan. And Others

Planning and Implementing the Transitions of Severely Handicapped Students from School to Postsecondary Environments.

Madison Public Schools, Wis.; Wisconsin Univ., Madison.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date—82

Grant—G008102099

Note—31p.; Appendix D may not reproduce because of small print.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adjustment (to Environment), Community Resources, Employment, *Models, Postsecondary Education, *Severe Disabilities, *Transitional Programs

Individual transition plans (ITPs) outline specific curricular content and implementation strategies to help the postschool adjustment of severely handicapped students. ITPs should be longitudinal, comprehensible, based on functional objectives, oriented to a wide variety of actual environments, and should include input from competent related services personnel. A model for developing and implementing ITPs is composed of five phases: (1) developing transition timelines and targeting desirable characteristics of postschool environments and services; (2) gaining access to and/or creating post-school environments and services; (3) prioritizing, developing, and coordinating transition objectives; (4) generating, developing, and implementing training and supervision models; and (5) evaluating ITP effectiveness. ITP procedures can promote independence in living in supervised apartment situations, working in nonsheltered vocational settings, and accessing a wide variety of community recreation/leisure activities. Appendices include: a guide for use as a parent/guardian transition questionnaire; and

forms for documenting parental, school, and post-school agency contacts and for organizing information on transitioning students and transition objectives. (CL)

ED 242 155 EC 162 125

Nisbet, Jan. And Others

Utilizing Adaptive Devices with Severely Handicapped Students.

Madison Public Schools, Wis.; Wisconsin Univ., Madison.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development; Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date—[83]

Grant—G008102099; G008302977

Note—46p.; Parts of the document have light print.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, *Equipment Evaluation, Instructional Materials, Material Development, *Severe Disabilities

The task force report examines the use of adaptive devices by severely handicapped students. Interviews with teachers and therapists produced information on the selection, development, and use of the devices. Four practices that positively influenced the devices' use were identified: (1) design and construction following establishment of appropriate curricular content; (2) design and construction based upon consideration of at least 11 dimensions, including cost-benefit ratio, time required, and safety; (3) use in conjunction with meaningful instruction; and (4) systematic evaluation of adaptive devices. Adaptive devices which compensate for physical and intellectual performance deficits are explained and illustrated. Examples include a switch box designed to teach students to control a variety of electrical items in the environment and picture recipe cards to teach students to cook. A final section addresses eight phases in selecting and adapting adaptive devices. Stages include identification of performance discrepancies between nonhandicapped and severely handicapped students and determination of possible and improvable skills. Case studies illustrate the process. (CL)

ED 242 156 EC 162 126

Ford, Alison. And Others

Teaching Strategies for Use in Community Environments.

Madison Public Schools, Wis.; Wisconsin Univ., Madison.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date—[83]

Grant—G008302977

Note—44p.; Some reduced tables will not reproduce.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Community Resources, Decision Making, Elementary Secondary Education, *Models, *Severe Disabilities, Teaching Methods

The paper examines issues involved in providing instruction to severely handicapped individuals in their natural environments. Factors that influence the arrangements made for instruction in community environments are classified according to student factors (such as chronological age, post-school projections, and unique learning and performance characteristics); activity factors (complexity level and the extent to which features of the environment can be replicated); and logistical factors (staff-to-student ratios, transportation, and cost). A model is presented to provide a systematic strategy for determining natural cues and teaching procedures. Five steps in the model are identified: (1) selecting the skills to teach, (2) deciding whether a natural consequence should serve as the sole corrective procedure, (3) selecting relevant natural cues, (4) determining the types of teaching procedures to use in community environments, and (5) determining the data collection procedures that will result in meaningful programmatic change. (CL)

ED 242 157 EC 162 127

Livi, Jeanmarie. Ford, Alison

Investigating Skill Transfer from a Domestic Training Site to the Actual Homes of Three Severely Handicapped Students.

Madison Public Schools, Wis.; Wisconsin Univ.,

Madison.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development; Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date—[83]

Grant—G008102099; G008302977

Note—28p.; Reduced tables may not reproduce.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adaptive Behavior (of Disabled), *Daily Living Skills, *Severe Disabilities, *Transfer of Training

The study was designed to investigate transfer of training for a nonschool Domestic Training Site (DTS) to the actual homes of three severely handicapped students aged 9-11. Pre- and posttest measures were secured in both the DTS and actual homes. All instruction occurred in the DTS. Phase I was designed to investigate the extent to which the students transferred the responses to relevant cues acquired in the DTS to their actual homes. Although many responses were both acquired and transferred, they were not judged instructionally acceptable. Responses that were not acquired, and therefore were not transferred, became the instructional targets of Phase II. Significant skill transfer would result if a student were taught to respond to cues in the DTS that more closely approximated those available in his or her actual home. This replicative strategy produced significantly greater skill transfer when compared to the original strategy used during Phase I. (Author/CL)

ED 242 158 EC 162 128

Sweet, Mark. And Others

Strategies for Developing and Implementing Longitudinal and Comprehensive Curricular Content in the Domestic Living Domain.

Madison Public Schools, Wis.; Wisconsin Univ., Madison.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development; Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date—[83]

Grant—G008102099; G008302977

Note—19p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Curriculum Development, *Daily Living Skills, Early Childhood Education, Elementary Secondary Education, *Home Economics Skills, *Homemaking Skills, *Severe Disabilities, Student Evaluation, Teaching Methods

Issues involved in domestic living skills training with severely handicapped students are examined. The importance of verifying subenvironments within the student's home (e.g., to teach operation of a gas stove to a student with a gas stove at home) is emphasized. Instructional emphases are delineated for early childhood, elementary school, middle school, high school, and transitional training levels. The paper concludes with an analysis of ways to make determinations about educational priorities in domestic training. Four aspects of such a determination procedure are covered: (1) an inventory of skills required for specific tasks to be completed by nonhandicapped persons; (2) an observation of the student while he or she is engaging in the activity in the actual environment; (3) an analysis of the performance discrepancies; and (4) an analysis of skills for which there are performance discrepancies. (CL)

ED 242 159 EC 162 129

Baumgarten, Allan. And Others

Evaluation of the Minnesota School for the Deaf and the Minnesota Braille and Sight-Saving School.

Minnesota State Office of the Legislative Auditor, St. Paul. Program Evaluation Div.

Pub Date—4 Jan 84

Note—95p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Blindness, Deafness, Elementary Secondary Education, *Hearing Impairments, *Program Effectiveness, *Residential Programs, *Special Schools, State Programs, *Visual Impairments

Identifiers—*Minnesota Braille Sight Saving

School, *Minnesota School for the Deaf
The report examines the services provided to handicapped students at the Minnesota School for the Deaf and the Minnesota Braille and Sight Saving School. The evaluation focused on three critical concerns: adjustments to meet changing demands for service, efficient and effective operation, and the advisability of continuing to provide residential schools for hearing impaired and visually impaired students. Section I reviews the history, organization, and budget of both schools, while sections II and III analyze the schools separately in terms of issues and trends in the field; admission, placement, and exit procedures; academics; and potential future roles. The report makes recommendations throughout the text, including the need to develop written criteria for admission and to increase cooperation between residential schools and local school districts. Suggestions consider use of the Braille School for multihandicapped students and changing program and philosophies at the School for the Deaf. (CL)

ED 242 160 EC 162 130

Birdsall, Peter Tolbert, Loris
Documentation of Model Programs for the Implementation of Assembly Bill 777 (School-Based Program Coordination Act).
Public Policy Research, Inc.
Spons Agency—California State Dept. of Education, Sacramento. Div. of Special Education.
Pub Date—83
Grant—34-03651-Y616-00-82
Note—62p; The document was prepared by Public Policy Research, Inc.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Agency Cooperation, *Compliance (Legal), *Cooperation, *Disabilities, Elementary Secondary Education, State Legislation
Identifiers—*California

The study examined the experiences of 12 school districts in implementing school-based program coordination in special education (sharing materials and/or staff among categorical programs). Two visits were made to each school district to determine plans and actual activities involved in coordination. Findings revealed: a relatively low level of awareness concerning flexibility allowed under legislation; most of the schools had implemented a child study team; and there were wide variations in the use of resource specialists. Recommendations were offered to local schools (including insuring that staff is familiar with allowable flexibility) as well as to state administration (the need for guidance in such areas as decision making at the local level, compensatory education, and accounting for expenditures). (CL)

ED 242 161 EC 162 131

Shira, Lowell C.
Analysis of Private Agencies Serving Individuals with Exceptional Needs, Ages 3 to 4.9.
Management Resource Associates, Whittier, CA.
Spons Agency—California State Dept. of Education, Sacramento. Div. of Special Education.
Pub Date—Aug 83
Grant—19-3651-Y606-82
Note—206p.
Pub Type—Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—*Disabilities, Preschool Education, *Private Agencies, Program Descriptions, *Public Agencies
Identifiers—*California

The document lists California preschool agencies outside of the public school system which offer special education and/or related services to children 3-4.9 years old. The information was gathered through mail surveys and telephone verifications. Each entry (presented in an extensive appendix) provides information on the following aspects: county, agency, contact, phone, address, hours of service, type of agency, handicapping condition served, certification, credential/licensing of staff, availability of integration, fees charged, services provided, data (including capacity, class size, and adult pupil ratio) on individuals with exceptional needs, information on nonhandicapped students, referral procedures, and provisions for co-contracting for services with public schools or other agencies. Entries are arranged alphabetically by county, and then alphabetically by agency within each county. (Blank directory information forms, listed in the table of contents as appendix B, are not included with

this document.) (CL)

ED 242 162 EC 162 132

Andrews, Robert J. Elkins, John
The Management and Education of Children with Spina Bifida and Hydrocephalus.
Australian Education Research and Development Committee, Canberra.
Report No.—EDRC-32; ISBN-0-642-06725-2
Pub Date—81
Note—198p.
Available from—Australian Government Publishing Service, GPO Box 4, Canberra, ACT 2601, Australia (\$7.20).
Pub Type—Books (010) — Guides - Non-Classroom (055) — Reports - General (140)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Child Development, Clinical Diagnosis, Delivery Systems, Elementary Secondary Education, Family Relationship, Foreign Countries, Medical Services, Parent Attitudes, Special Education, *Special Health Problems, *Student Characteristics, Student Placement
Identifiers—Australia, *Hydrocephalus, *Spina Bifida

The report describes the population of children in Australia with spina bifida and/or hydrocephalus, notes their needs and characteristics, reviews their school placement and social circumstances, and considers future educational services for them. Initial chapters review the literature on medical, psychoeducational, and social-family aspects of the condition. A chapter on the treatment and early management of spina bifida is followed by a summary of a study of spina bifida and hydrocephalus in 130 children in Queensland. The study examined parental experiences at birth and hospital experiences throughout childhood. A study of the status of children with spina bifida and hydrocephalus in regular and special schools draws information from classroom assessments and teacher reports on such aspects as self-care, cognitive skills, and academic achievement. Another study features analysis of fine motor difficulties in this population. Interviews with 130 parents reveal information on management and schooling issues. Two final chapters address issues of long-term care and the future of schooling for these children. (CL)

ED 242 163 EC 162 134

Stefkovich, Jacqueline, Ed.
Vocational Education/Special Education Training Manual & Modules I-IV.
New Jersey State Dept. of Education, Trenton; Syracuse Univ., NY. Special Education Resource Center.
Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.
Pub Date—Mar 83
Contract—300-80-0723
Note—522p; Module II contains light print.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors—*Agency Cooperation, Career Development, *Community Resources, *Disabilities, *Intervention, Teacher Workshops, *Vocational Rehabilitation

Four modules are presented from a project linking the New Jersey Department of Education, Divisions of Vocational Education and Special Education and The New Jersey Department of Labor, Division of Vocational Rehabilitation. Modules address the vocational needs of handicapped secondary students. Each unit in the module lists objectives, grouping concerns, materials needed, and activity script/format. Module I focuses on awareness of students with special needs, key personnel in providing appropriate programs, legislation, and programs and services (options in vocational and educational programming). Module II consists of three units on assessment; community resources/support agencies/related services; and career development. Module III deals with intervention strategies for classified pupils in vocational settings and presents case study material to illustrate ways to deal with manipulative behavior and other behavior difficulties. Module IV, the final module, contains four units on aspects of the change process: establishing a direction, evaluating results, assessing readiness for change, and moving toward an action plan. Each module includes numerous handouts, transparencies, and appended information. (CL)

ED 242 164 EC 162 135

Mensendick, Frosyne, Ed.
Wyoming State Conference (Casper, Wyoming, March 17-19, 1983). Proceedings.
Pub Date—Mar 83

Note—58p; Papers presented at the State Conference of the Wyoming Federation of The Council for Exceptional Children/Wyoming Association of Retarded Citizens.

Available from—Wyoming Federation, CEC, Frosyne Mensendick, 1211 South Elm, Casper, WY 82601 (\$4.00).

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Behavior Modification, *Computers, *Curriculum Development, *Disabilities, Elementary Secondary Education, Intervention, Severe Disabilities

Thirteen papers presented at a 1983 Wyoming conference on special education are included. The first two papers describe approaches for controlling children's serious behavior problems. Approaches focus on generalized compliance training, a direct instruction program that seeks to extinguish inappropriate behavior. Additional topics include the following (sample subtopics in parentheses): facilitating parent-school cooperation; a social/behavioral curriculum for handicapped adolescents; a school-community vocational training program using microcomputer technology; computer networking with commercially prepared software; and a metacognitive approach to study strategies. Briefly summarized are presentations on psycho-social drama (an approach to deal with mental health issues), issues in adult developmental disabilities, preparation of the student for employment, and a transactional approach to early language training. Lists of films shown at the conference and addresses of distributors conclude the document. (CL)

ED 242 165 EC 162 136

Sindelar, Paul T. Rosenberg, Michael S.
Relearning by Normal and Retarded Children Following a Three-Month Lapse in Instruction.
Pub Date—Apr 82

Note—15p; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Discrimination Learning, Elementary Secondary Education, *Extended School Year, *Learning Processes, *Severe Mental Retardation

The need for continuous instruction of five severely or profoundly impaired (SPI) students (12-18 years old) was examined in light of recent court decisions regarding extended year schooling. SPIs and a control group of normal IQ Ss were taught new discriminations. After a 3-month break, the discriminations were taught with procedures, methods, and materials identical to the initial learning phase. Analysis of number of trials necessary to reach criterion for each of the discriminative stimuli revealed that, on the average, SPI Ss took longer to relearn the discriminations than they took to learn them initially. However, there was a wide range of individual variations. Control Ss relearned the discriminations in fewer trials than were required for initial learning. Findings suggested that generalizations about regression among SPI groups are not warranted. For two SPI Ss discrimination relearning was not impeded by the time lapse any more than would be expected for normal IQ Ss. (CL)

ED 242 166 EC 162 137

Daugherty, Kay, Ed.
Sports and Recreational Programs for the Child and Young Adult with Physical Disability. Proceedings of the Winter Park Seminar (Winter Park, Colorado, April 11-13, 1983).

American Academy of Orthopaedic Surgeons, Chicago, Ill.

Report No.—ISBN-0-89203-001-1

Pub Date—83

Note—109p.

Available from—American Academy of Orthopaedic Surgeons, P.O. Box 7195, Chicago, IL 60680 (\$10.00, Document No. 993-883).

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adapted Physical Education, *Athletics, Elementary Secondary Education, *Physical Disabilities, *Recreational Programs, Student

Evaluation

The proceedings from a 1983 conference on sports and recreation for students with physical disabilities are presented. The major part of the proceedings consists of state of the art analyses on five topics (sample subtopics in parentheses): (1) ability assessment (fitness norms, energy cost of walking, wheelchair kinesiology, psychology of children with orthopedic disabilities); (2) sports and recreational activities and adaptations (competitive wheelchair sports, tennis and racquet sports, preparation for participation in winter sports, aquatic sports, horseback riding); (3) specific adaptive techniques (prosthetic adaptations, technology and recreational mobility); (4) injuries in wheelchair activities; and (5) availability (community programs, camp programs, winter sports programs, involvement of the U.S. Olympic committee). Forms and checklists are provided, as are outlines for program development and suggestions for promoting communication among organizations and individuals. Extensive appendices include bibliographies and information on functional classifications for competition. (CL)

ED 242 167 EC 162 138

Zeph, Lucille Annes

Regular Classroom Placement Options for Students with Severe and Multiple Special Needs: A Potential Solution to a Rural Problem.

Pub Date—Nov 83

Note—7p.; Paper presented at the Annual Conference of the Association for the Severely Handicapped (10th, San Francisco, CA, November 3-4, 1983).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Delivery Systems, *Elementary Secondary Education, *Mainstreaming, *Rural Education, *Severe Disabilities, Staff Role, Team Teaching

Rural school districts face special problems in serving children with multiple/severe low incidence handicaps. One option not usually considered for this population is full time regular class placement. Five models may be used in regular class placement: (1) team teaching in which two appropriately certified teachers share management responsibilities; (2) parallel teaching in which two teachers share the space but maintain separate roles and responsibilities; (3) regular classroom based tutorial in which the regular classroom teacher merely shares space with the tutor and student; (4) separate tutorial with regular classroom support, in which the tutor and student share the regular classroom for certain periods; and (5) regular classroom placement with support services, in which a trained teacher assistant works with the student in the regular classroom. Some models may be more appropriate for certain age groups, and all require a degree of staff cooperation and sharing of school resources. (CL)

ED 242 168 EC 162 139

Epple, W. A. Jacobson, J. W.

Staffing in Residential Programs: A Report on Staffing Ratios in Large State-Operated Residential Facilities for Mentally Retarded Persons in the United States. Revised.

New York State Office of Mental Retardation and Developmental Disabilities, Albany. Bureau of Program Research and Planning.

Pub Date—Jan 84

Note—33p.

Available from—New York State Office of Mental Retardation and Developmental Disabilities, Bureau of Program Research and Planning, 44 Holland Ave., Albany, NY 12229.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Role, *Mental Retardation, Paraprofessional Personnel, Personnel Data, Professional Personnel, *Residential Programs, Resource Staff, *Staff Role, Staff Utilization

A telephone survey of each state's mental retardation/developmental disabilities agency was conducted to assess the scope of public residential facility staffing nationally. Results revealed that every state had at least one large state operated residential facility, with 247 such facilities nationally. The national bed utilization rate was 4.92 per 10,000 general population. The average size of these facilities across all states was 450.7 residents, with 56.6% of the residents being profoundly retarded. Of all staff, 51.5% are in direct care and 19.9% in the clinical category. The overall staff to resident ratio

was 1.60:1, with ratios for the administration staff to residents, 0.12:1, clinical staff to residents, 0.32:1; direct care staff to residents, 0.82:1; and support staff to residents, 0.33:1. Variability in staffing patterns were thought to reflect budgetary constraints and differing staffing methodologies. (Author/CL)

ED 242 169 EC 162 140

Juul, Kristen D.

Programs, Progress, and Problems in Services for Mentally Retarded Persons in Scandinavia.

Pub Date—Aug 82

Note—17p.; Paper presented at the World Congress of the International Society for the Scientific Study of Mental Deficiency (Toronto, Canada, August, 1982).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Delivery Systems, *Educational Trends, Elementary Secondary Education, Foreign Countries, *Mental Retardation, Regional Programs

Identifiers—*Scandinavia

The paper traces developments over the last 30 years in Scandinavia regarding the treatment of individuals with mental retardation. Noted are shifts toward decentralization and integration, with the most radical changes taking place in Denmark. The critical role of voluntary organizations in Denmark, Norway, and Sweden is observed. Operation of service delivery systems is illustrated through a case study of one Norway region's approaches to serving its mentally retarded population. Folk High Schools, designed to ease the transition from adolescence to adulthood, toy libraries, and therapeutic communities in which mentally retarded and nonretarded persons live and work, are three Scandinavian contributions to the field. Cross-national cooperation is evident in many areas related to the handicapped. Among matters of concern cited are generally inadequate employment, lack of personnel, and tightened budgets for social services. (CL)

ED 242 170 EC 162 141

Juul, Kristen D.

Integrated Arts for the Handicapped: A Workshop for Teachers.

Pub Date—Jul 83

Note—7p.; Paper presented at the International Congress of the European Association for Special Education (4th, Tel Aviv, Israel, July, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Art Activities, *Disabilities, Drama, Music, Special Education Teachers, *Teacher Workshops, Teaching Methods, Visual Arts

A workshop for 15 special education teachers was designed to provide basic skills in the arts, develop an appreciation of the four major art forms, and help incorporate arts into the classroom. Participants met for five sessions during which they were exposed to lectures on the history of the arts and the handicapped and a review of theories, literature, and research regarding the educational and therapeutic value of the arts; introductions to the major art forms; and practicum experiences in a camp for 40 severely/multiply disabled children. On pre-post questionnaires, participants showed substantial positive changes in their understanding of the creative process, belief in the benefits of arts activities, and confidence in presenting arts activities. Outgrowths of the workshop have included a college course on integrated arts for the handicapped and a national survey on the role of the arts in special education teacher training. (CL)

ED 242 171 EC 162 142

Mason, Christine Y., Ed.

Early Education and the Exceptional Child. Proceedings of the Annual Montana Symposium (4th, Billings, Montana, April 27-29, 1983).

Eastern Montana Coll., Billings. Inst. for Habilitative Services; Montana State Dept. of Public Instruction, Helena.

Pub Date—Apr 83

Note—221p.; Symposium Theme: Early Impact and Long Term Gains. Selected papers have been analyzed; see EC 162 143-151.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Cost Effectiveness, *Disabilities, *Early Childhood Education, Infants, *Intervention, *Outreach Programs, Parent Participation, Preschool Curriculum, *Social Development,

Young Children

The proceedings of a 1983 symposium on early education and the exceptional child features 18 presentations of overall issues, cost effectiveness, special projects, social interaction, and curriculum and instructional issues. Works with the following titles and authors are included: "Education: A Look to the Future" (J. Tawney); "Movement from Program to Program at an Early Age: The Early Childhood Transition Process" (E. Edgar et al.); "Peer Support as a Mediator in Stress Reduction for Parents of Children with Disabilities" (E. Edgar); "Early Intervention Today: A Program Example" (M. Hanson); "A Model for Early Intervention with Culturally Diverse Single and Multiparent Families" (M. Hanson); "A Critical Survey of Cost-Effectiveness Analysis in Human Service Research" (J. Pezzino); "Cost-Effectiveness in Social Program Evaluation" (C. Taylor and K. Walker); "Preschool Transition Model" (V. McNay); "Early Intervention Research Institute" (C. Taylor and K. Walker); "Project Upstart Model Demonstration Continuation Project" (D. Walshe); "Project Upstart Outreach Services" (D. Walshe); "The Macomb 0-3 Project: Providing Services to Handicapped Infants and Their Families in Rural Areas" (S. Marshall); "Prompting and Praising Social Interactions (Adapted from Social Integration Project Basic Skills Manual, 'Teaching Basic Skills to Handicapped Preschoolers in Integrated Settings)"; "Success in Education: The Assimilation of the Cognitive and the Affective" (M. McCulloch); "A Generic Approach to Direct Instruction" (J. Jacobs and K. Welch); "Assessing the Representational Behaviors of Play, Language and Drawing in Normal and Language-Delayed Children" (N. Owings and S. Workman); "Approaches for Dealing with the Anorexic Infant and Toddler" (A. Hilton); and "Instructional Intervention That Works: Case Study Research" (B. Walker et al.). (CL)

ED 242 172 EC 162 143

Tawney, James W.

Education: A Look to the Future.

Pub Date—Apr 83

Note—26p.; Paper presented at the Annual Montana Symposium on Early Education and the Exceptional Child (4th, Billings, MT, April 27-29, 1983); see EC 162 142.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Software, *Disabilities, *Educational Technology, Educational Trends, *Futures (of Society), *Microcomputers, Trend Analysis

The paper addresses the future status of education, with particular attention to microcomputer uses in special education. An analysis of public education in contemporary society suggests that in the near future children will be educated at home by their parents with the help of computers and telecommunication systems. The author cites economic reasons for the projected downfall of public education, discusses the practical value of computers in special education, and outlines an approach to maximizing benefits in terms of management and instruction. The conclusion of the paper describes the life of a family in the year 2100 and suggests the impact of changing lifestyles on home intervention for severely handicapped infants. Intervention might include use of an "electronic crib" to record data and provide stimulation. As the child grows, an extended "family" might provide assistance and support. (CL)

ED 242 173 EC 162 144

Edgar, Eugene And Others

Movement from Program to Program at an Early Age: The Early Transition Process.

Pub Date—Apr 83

Note—9p.; Paper presented at the Annual Montana Symposium on Early Education and the Exceptional Child (4th, Billings, MT, April 27-29, 1983); see EC 162 142.

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agency Cooperation, Coordination, *Disabilities, Early Childhood Education, *Models, Parent Participation, Parent Role, *Transitional Programs

The paper describes the Early Childhood Interagency Transition Model designed to ease the movement of handicapped children (aged 3-8) from one agency to another. The approach was developed

based on interviews with agency personnel and parents. A successful transition is characterized by common understanding of the details of the moves, efficient transfer of records, minimal program disruptions, and adjustment of the child to the new program. The model is organized into six issue areas (transfer of records, timing, awareness of programs, parent involvement, decisionmaking processes, and post placement communication). Each issue area is described in terms of possible strategies, required actions, personnel involved, statement of purpose, expected outcomes, time required, and additional costs. Field testing of the model has occurred in three sites. (CL)

ED 242 174 **EC 162 145**

Edgar, Eugene

Peer Support as a Mediator in Stress Reduction for Parents of Children with Disabilities.

Pub Date—Apr 83

Note—14p; Paper presented at the Annual Montana Symposium on Early Education and the Exceptional Child (4th, Billings, MT, April 27-29, 1983); see EC 162 142.

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Disabilities, *Parent Associations, Parent Education, Parents, *Peer Counseling, *Peer Groups

Peer support can be helpful in reducing the stress involved in giving birth to and raising a child with handicaps. A peer support group can help meet the parents' needs for information, emotional support, and ways to connect with social/health systems components. To be successful, a peer support system should be led by parents, have access to professional support, teach special skills such as active listening, be sanctioned by the medical community, have a paid staff, and operate under an umbrella agency. (CL)

ED 242 175 **EC 162 146**

Hanson, Marci J.

Early Intervention Today: A Program Example.

Pub Date—Apr 83

Note—9p; Paper presented at the Annual Montana Symposium on Early Education and the Exceptional Child (4th, Billings, MT, April 27-29, 1983); see EC 162 142.

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Disabilities, Early Childhood Education, *High Risk Persons, Infants, *Intervention, *Program Effectiveness, *Research Problems

The paper examines the goals and effects of early intervention with infants at risk for possible developmental problems. Four components of San Francisco Infant Program are noted: (1) services to children, (2) parent involvement, (3) a transdisciplinary team approach, and (4) a research-based model. The research problems associated with examination intervention's effectiveness are considered, including ethical considerations and restricted measures of program effectiveness (i.e., child change). The author suggests that additional indices, such as the effects on family and community, should be explored as well. (CL)

ED 242 176 **EC 162 147**

Pezzano, Jim

A Critical Survey of Cost-Effectiveness Analysis in Human Service Research.

Pub Date—Apr 83

Note—20p; Paper presented at the Annual Montana Symposium on Early Education and the Exceptional Child (4th, Billings, MT, April 27-29, 1983); see EC 162 142.

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cost Effectiveness, *Disabilities, Elementary Secondary Education, *Research Problems

The paper examines issues related to analysis of cost effectiveness in human service research. Distinctions are made between cost-effectiveness analysis and cost-benefit analysis. A review of research focuses on 214 cost effectiveness studies in three human service program areas: early intervention for handicapped children, mental health programs, and special education programs. Evaluation of the research revealed that the term "cost effectiveness" has been frequently used, but only a small portion

of the articles actually presented cost effectiveness data per se. Five criteria were applied to 22 studies categorized as cost effectiveness articles; a relatively low percentage adequately met all the criteria. Problems typically found included: not specifying valuation methods, developing cost effective ratios with the inclusion of nonbudgeted costs, and not comparing two more program alternatives in developing these ratios. (CL)

ED 242 177 **EC 162 148**

Jacobs, James A. Welch, Kenneth V.

A Generic Approach to Direct Instruction.

Pub Date—Apr 83

Note—21p; Paper presented at the Annual Montana Symposium on Early Education and the Exceptional Child (4th, Billings, MT, April 27-29, 1983); see EC 162 142.

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Disabilities, Preschool Education, Task Analysis, *Teaching Methods

Identifiers—*Direct Instruction

Direct instruction (DI), a predetermined and systematic approach to the teaching/learning process, is advocated for teaching precise responses in the most efficient way to preschool handicapped students. Planning for DI includes specifying task sequences leading to a terminal behavior. Specific steps are followed in the presentation and curriculum materials used. Grouping and classroom organization information is provided. A list of suggested direct instruction skills and rules for training concludes the document. Skills include attention signals, instances and non-instances, response signals, feedback, reinforcers, pacing, pauses, rhythm, response rates, volume, body language, enthusiasm, attention span, stimulus change, surprises, intentional mistakes, and mastery. (CL)

ED 242 178 **EC 162 149**

Owings, Nathaniel Workman, Susan

Assessing the Representational Behaviors of Play, Language and Drawing in Normal and Language-Delayed Children.

Pub Date—Apr 83

Note—11p; Paper presented at the Annual Montana Symposium on Early Education and the Exceptional Child (4th, Billings, MT, April 27-29, 1983); see EC 162 142.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Delayed Speech, Early Childhood Education, *Freehand Drawing, *Language Acquisition, *Language Handicaps, *Play

Play and language development were compared in four normally developing preschoolers and five language-delayed children (2.5-6 years old). Ss were administered a scale which assessed play, language, and drawing stages. Data were graphed and studied in terms of distribution and level of function across the three symbolic function areas (play, language, and drawing). Findings revealed that language-delayed Ss demonstrated delays in the three areas. Their performance patterns suggested that language lagged at least 6 months behind their play and drawing behaviors. The finding that language-delayed Ss may possess representational skills in play and drawing equal to or above their language function suggested that play and drawing may be ways to help improve language function. Implications are noted for the next phase of the project. (CL)

ED 242 179 **EC 162 150**

Hilton, Alan

Approaches for Dealing with the Anorexic Infant and Toddler.

Pub Date—Apr 83

Note—11p; Paper presented at the Annual Montana Symposium on Early Education and the Exceptional Child (4th, Billings, MT, April 27-29, 1983); see EC 162 142.

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Modification, *Behavior Problems, *Eating Habits, Infants, Parent Role, Young Children

Identifiers—*Anorexia

The paper describes interventions which can be used by parents of infants or toddlers with feeding problems. General considerations center on the critical nature of food intake, the importance of controlling events associated with feeding, and the

reinforcing nature of certain adults. The paper suggests the need for selecting interventions which do not allow the child to escape the demand of eating and do not make the feeding process aversive. Three general approaches are advocated: (1) using continued demand, (2) making the eating process fun, and (3) using rewarding substances to shape appropriate eating. Frequently the approaches can be combined in an effort to teach healthy eating habits, thereby preventing more radical medical interventions. (CL)

ED 242 180 **EC 162 151**

Walker, Barbara J. And Others

Instructional Intervention That Works: Case Study Research.

Pub Date—Apr 83

Note—20p; Paper presented at the Annual Montana Symposium on Early Education and the Exceptional Child (4th, Billings, MT, April 27-29, 1983); see EC 162 142.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, Intervention, Preservice Teacher Education, *Reading Centers, *Reading Difficulties, *Remedial Reading, *Teaching Methods

The reading clinic at Eastern Montana College uses preservice elementary and special education teachers to provide remedial tutoring to elementary reading disabled students. The program is centered on the motivating force of success with emphasis on the academic task of reading. Tutors adapt instruction to strengths and weaknesses of students. A wide variety of techniques are used to remediate oral accuracy and oral reading fluency, sight word vocabulary, and comprehensions and study skills. Case study evaluation of students (5-9 years old) attending the clinic was summarized to identify particular methods that appeared to effect reading growth in comprehension, reading rate, decoding strategies, word recognition, oral reading fluency, and use of syntax to predict meaning. Intervention strategies were characterized by extensive student-teacher interaction. Approaches that resulted in the highest overall gain scores required student self-evaluation and monitoring. (CL)

ED 242 181 **EC 162 152**

Doering, Katherine Frey Hunt, Pamela Culp

Inventory Process for Social Interaction. IPSI. San Francisco State Univ., Calif.; San Francisco Unified School District, Calif.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—[83]

Contract—300-80-0745

Note—191p; A part of Project REACH. For related documents, see EC 162 153-156.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Curriculum Development, Elementary Secondary Education, *Individualized Education Programs, *Interpersonal Competence, Learning Activities, *Severe Disabilities, Social Development, Student Evaluation, Teaching Methods

Identifiers—Project REACH, *Social Interaction

The first of five volumes on Project REACH (Regular Education for All Children with Handicaps) describes an approach for assessing and programming for the social skills needs of students with severe disabilities. Three major categories of social skills—social exchange, social roles, and body posture—are addressed. A section on assessment covers community and classroom environments. Individual education program objectives are considered as part of a process that trains basic skills within and across critical activities. A chapter on instruction addresses fundamental concerns of how, where (instructional and generalization environments), and when (scheduling) to provide social skills training. A model for integrating severely disabled and non-disabled students in regular public and community settings is described. A final section offers curriculum ideas for leisure, community, domestic, and vocational activities. Appended materials include sample observation and evaluation forms. (CL)

ED 242 182 **EC 162 153**

Murray, Carola Beckstead, Susan Porter

Awareness and Inservice Manual. AIM.

San Francisco State Univ., Calif.; San Francisco Unified School District, Calif.

Spons Agency—Special Education Programs (ED-

/OSERS), Washington, DC.

Pub Date—[82]

Contract—300-80-0745

Note—155p.; A part of Project REACH. For related documents, see EC 162 152-156.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Elementary Secondary Education, *Inservice Teacher Education, Lesson Plans, Mainstreaming, Models, *Severe Disabilities, *Student Attitudes, *Teacher Attitudes

Identifiers—Project REACH

The second of five reports on Project REACH (Regular Education for All Children with Handicaps) describes an inservice approach to the integration of severely disabled students. REACH inservice is ongoing, systematic, and responsive and focuses on attitude and behavior change of both students and teachers. Three chapters address such preliminary considerations as the contribution of inservice to attitude change, planning a peer tutor/special friends program, and cutting costs through the trainer of trainers model (using an inservice coordinator). Lesson plans for six modules are then presented; modules cover such topics as awareness, civil rights and disabled persons, and labels and myths. The peer tutoring model and its structured interaction approach to creating more spontaneous relationships is illustrated via case histories of participating students. Self-produced audiovisual materials are introduced and suggestions offered about equipment. Two concluding chapters consist of a series of bibliographies (on nonprofit and media), disabilities for young people, and professional resources) and abstracts of research on the topic. (CL)

ED 242 183

EC 162 154

Halvorsen, Ann Tiedemann

Parents and Community Together. PACT.

San Francisco State Univ., Calif.; San Francisco Unified School District, Calif.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—[83]

Contract—300-80-0745

Note—185p.; A part of the Project REACH. For related documents, see EC 162 152-156.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Community Resources, Elementary Secondary Education, *Parent Associations, Parent Education, *Parent Participation, *School Community Relationship, *Severe Disabilities

Identifiers—Project REACH

Third in a series of Project REACH (Regular Education for All Children with Handicaps) documents is a manual intended for parents of severely disabled students. The manual is centered on ways parents can work together to mobilize community support groups. Formation of a parent support group, the role of the parent facilitator, and ways to acquire and interpret needs assessment data are examined. The parent support group's function in information sharing and support and in advocacy-action is analyzed, as is the group's role as trainers for the community. Approaches to increase participation of community agencies are described, with emphasis on newsletter publication and community participation in parent group meetings. A brief discussion of formative and summative evaluation is followed by appended materials, including a list of resources for topical presentations and parent support. (CL)

ED 242 184

EC 162 155

Goetz, Lori And Others

EASL: An Observational Checklist for Measuring

Social Interactions between Nondisabled and Severely Disabled Students in Integrated Settings.

San Francisco State Univ., Calif.; San Francisco Unified School District, Calif.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—[83]

Contract—300-80-0745

Note—17p.; A part of Project REACH. For related documents, see EC 162 152-156.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Assessment, *Interaction Process Analysis, *Mainstreaming, *Peer Acceptance, *Program Evaluation, *Severe Disabilities

Identifiers—*Educational Assessment of Student

Interaction, Project REACH

The report describes the development and use of the Educational Assessment of Social Interaction (EASL), part of project REACH (Regular Education for All Children with Handicaps). The EASL is intended for program evaluation rather than individual student evaluation. The scale, originally developed to measure interactions among severely disabled and nondisabled students in integrated settings, measures social interactions in terms of four major dimensions: (1) role (initiate/acknowledge), (2) purpose (social, helping, teaching); (3) topography (isolated or inappropriate behavior directed to self or others); and (4) descriptive information (who/activity). A sample data collection sheet is included, and an example of data from one of four students involved in field testing is presented. Cautions in using the scale are cited. (CL)

ED 242 185

EC 162 156

Pluma, Chesca And Others

Project REACH Administrator's Manual. PRAM.

San Francisco State Univ., Calif.; San Francisco Unified School District, Calif.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—[83]

Contract—300-80-0745

Note—112p.; For related documents, see EC 162 152-155.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Administrator Role, Elementary Secondary Education, *Mainstreaming, Peer Relationship, *Program Administration, *Severe Disabilities

Identifiers—Project REACH

The final volume in a series on Project REACH (Regular Education for All Children with Handicaps) is addressed to administrators involved in integrating severely disabled students into regular public schools. The manual is intended as a trouble-shooting tool with information on background theories and specific strategies. An introductory chapter setting forth the rationale for integration is followed by discussion of major issues, concepts, and terminology. Suggestions for accomplishing district-wide change focus on analyzing the environment; agreeing upon goals, objectives, an information base, and job responsibilities; and providing written material about the project. Suggestions are then delineated for central office staff and school site principals. Twelve frequently asked questions on logistics and costs are answered, and project components (inservice, parent-community mobilization, and structured interaction approach—the Inventory Process for Social Interaction) are examined in three chapters. The document concludes with an abstract bibliography on relevant special education literature. (CL)

ED 242 186

EC 162 164

Schilling, Mary Lou, Ed.

Aids to Develop Throwing and Catching Skills.

Physically Impaired Association of Michigan, Lansing. PAM Assistance Centre.

Pub Date—82

Note—2p.

Journal Cit—PAM Repeater; n11 p5 Sep 1982

Pub Type—Journal Articles (080) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adapted Physical Education, Elementary Education, Instructional Materials, Physical Activities, Special Education, Teacher Developed Materials, *Toys

Identifiers—*Catching, PF Project, *Throwing

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: STICKER MITT: (Creative Concepts Unlimited, P.O. Box 176, Elmhurst, IL 60126) A plastic mitt with small suction cups on the palm of the glove so that a plastic ball will easily adhere to it. This ensures a successful experience for children who have never caught a ball!! Approximate cost: \$8.95. HOMEMADE ALTERNATIVE: Make a mitt out of an old towel and sew velcro strips to the palm of the glove. Cover a lightweight plastic ball with velcro strips (use superglue to adhere velcro to plastic). LAYERED BALL: (Flaghouse Inc., 18 W. 18th Street, New York, NY 10011) A soft, spongy, multicolored ball that is easy for small or physically handicapped children to grasp because the material is layered. Approximate cost: \$2.60. HOMEMADE ALTERNATIVE: You could use yarn balls as they are easy to grasp and inexpensive. To make yarn balls, cut 2 cardboard

doughnuts 4 inches in diameter with 2 inch center holes. Hold the two doughnuts together and wrap yarn around them until the center is almost full. Cut the outside edge of the doughnut. Slide the 2 cardboard circles slightly apart and tie the yarn tightly in the center with string or another piece of yarn. Pull or cut doughnuts away and fluff yarn until it is round. AUDIBLE NERF BALL: (Flaghouse Inc., 18 W. 18th Street, New York, NY 10011) Foam basketball, soccerball, frisbee and football that beeps continuously when turned on; they are especially suited for visually impaired children. Approximate cost: \$25.75 each. HOMEMADE ALTERNATIVE: Purchase a nerf ball (or cut one from foam). Cut the ball in half. Hollow out the center of the two halves. Insert four small bells into the hollowed center. Glue both halves together. For added support glue a strip of material (gross-grain ribbon) around the center of the ball where the halves were glued together. For a more decorative look, add two more strips of material around the ball, placing all three strips about two inches apart. Remember when making audible balls, they must be used in rolling activities, due to the fact that when throwing this ball it will give no audible cues as to its location until it meets the target. (Author)

ED 242 187

EC 165 165

Schilling, Mary Lou, Ed.

Adaptive Recreational Equipment.

Physically Impaired Association of Michigan, Lansing. PAM Assistance Centre.

Pub Date—Apr 83

Note—9p.

Journal Cit—PAM Repeater; n15 Apr 1983

Pub Type—Collected Works - Serials (022) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adapted Physical Education, *Athletic Equipment, Elementary Secondary Education, Instructional Materials, *Manipulative Materials, Mental Retardation, Mobility Aids, Physical Disabilities, *Recreational Activities, Special Education, Teacher Developed Materials, *Therapeutic Recreation, Visual Impairments

Identifiers—PF Project

Designed for teachers interested in therapeutic recreation, the document lists sources of adaptive recreational equipment and their homemade counterparts. Brief descriptions for ordering or constructing recreational equipment for the visually impaired, poorly coordinated, physically impaired, and mentally retarded are given. Specific adaptations include adjustable batting tees, flying foam discs, audible foam balls, no-handle paddles, wheelchair equipment fasteners, various flotation devices, adapted bicycling equipment, and other mobility aids. For each item, an address for ordering, item description, and approximate cost is provided. The document concludes with a short bibliography of special-equipment catalogs. (LH)

ED 242 188

EC 165 166

Warren, Barbara Jane

A Watchful Eye. "Sitting" with Special Children.

Physically Impaired Association of Michigan, Lansing. PAM Assistance Centre.

Pub Date—Oct 83

Note—5p.

Journal Cit—PAM Repeater; n19 Oct 1983

Pub Type—Collected Works - Serials (022) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Caregivers, Child Welfare, *Mental Disorders, *Physical Disabilities

Identifiers—*Babysitters, PF Project

Tips for childcare and babysitting with special needs children are divided into the categories of physical handicaps, epilepsy, mental impairment, general safety, and general babysitting suggestions. Also provided is an information sheet that parents of special needs children should complete to alert the babysitter to special needs and emergency numbers. (LP)

ED 242 189

EC 165 167

Schilling, Mary Lou, Ed.

Familiar Sports and Activities Adapted for Multi-

ply Impaired Persons.

Physically Impaired Association of Michigan, Lansing. PAM Assistance Centre.

Pub Date—Feb 84

Note—11p.

Journal Cit—PAM Repeater; n22 Feb 1984

Pub Type—Collected Works - Serials (022) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adapted Physical Education, Adults, Athletics, Children, Dance, *Disabilities, *Games, Physical Education, *Recreational Activities

Identifiers—PF Project

Means of adapting some familiar and popular physical activities for multiply impaired persons are described. Games reviewed are dice baseball, one base baseball, in-house bowling, wheelchair bowling, ramp bowling, swing-ball bowling, table tennis, shuffleboard, beanbag bingo and tic-tac-toe, balloon basketball, circle football, and wheelchair square dancing. Directions and diagrams are provided. (LP)

ED 242 190

EC 165 170

Kendall, Robbie M.

Bilingual Learning Impaired Student: Affective/Adaptive Behavior (Informal Assessment).

Pub Date—83

Note—3p.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Affective Behavior, Affective Measures, Affective Objectives, Behavior Rating Scales, *Bilingual Students, Educational Strategies, Elementary Secondary Education, *Informal Assessment, *Learning Disabilities, *Student Evaluation

Identifiers—PF Project

A single-page form for the informal assessment of the affective behavior of bilingual learning impaired students is presented. Space is provided for: (1) description of the behavior in relation to native country standards; (2) description of the behavior in relation to United States standards; (3) remediation strategies (behavioral objectives) from the bilingual staff; (4) strategies (goals and objectives) from the special education staff; and (5) recommendations and test scores obtained from the multi-evaluation team consisting of a psychologist, a bilingual teacher, parents, a teacher consultant, and others. Space is also provided for recording English and native language proficiency test scores and for listing general advantages, disadvantages, and recommendations. (DC)

ED 242 191

EC 165 174

[Programs of the Shawnee Hills Community Mental Health/Mental Retardation Center, Inc.] Shawnee Hills Community Mental Health/Mental Retardation Center, Inc., Charleston, WV.

Pub Date—[83]

Note—25p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Advertising, Children, Daily Living Skills, Developmental Disabilities, Elementary Secondary Education, Infants, Job Training, *Mental Retardation, Pamphlets, Parent Materials, Physical Disabilities, Program Descriptions, Severe Disabilities, *Severe Mental Retardation, *Sheltered Workshops, *Special Education, *Special Programs, Young Adults

Identifiers—*Early Intervention Programs, PF Project

Descriptions of several programs of the Shawnee Hills Community Mental Health/Mental Retardation Center, Inc. (Charleston, West Virginia) are presented. Included in this document are: (1) a description of the Shawnee Hills Day Training Center, a cooperative program of Shawnee Hills and several county school boards for severely/profoundly impaired children ages 5-16; (2) a description of the Early Intervention Program which is designed to minimize the effects of developmental delays on children between birth and age three; (3) a brochure describing Shawnee Hills Industries, a sheltered workshop for mentally and physically handicapped individuals age 16 and older; (4) brochures advertising products and services provided by Shawnee Hills Industries including sewing, silkcreening, printing, labor assistance, woodshop, and engraving; (5) a description of the Pierpont Program for severely/profoundly handicapped individuals which is designed to provide for individual needs and assist in the attainment of individual independence; (6) a letter to parents describing what to expect during their first clinic at the Shawnee Hills Infant Program; and (7) a brochure for parents on the Developmental Delay Early Intervention Program which explains what developmental delay and early intervention are and discusses what parents, doctors, and the Early Intervention Program can do. (DC)

FL

ED 242 192

FL 014 184

Byrd, Marquita L.

Legal and Ethical Implications for Teaching the Student Speaking Multiple Dialects.

Pub Date—83

Note—10p.; Paper presented at the Annual Convention of the Speech Communication Association (Washington, DC, November 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Access to Education, *Acculturation, *Bilingualism, Black Dialects, Constitutional Law, Court Litigation, Cultural Differences, *Dialects, Elementary Secondary Education, *Ethics, Language of Instruction, Language Variation, *Legal Problems, Legislation, North American English, Public Schools, *Second Language Instruction, Social Dialects

Until the 1880s, the language of instruction and that spoken by students was dictated by the culture of the community. Although public officials advised immigrants to use American English rather than their mother tongues, no legislation was enacted mandating English as the official language of education. However, with sizeable groups of immigrants arriving in the late 1800s, political issues and xenophobia brought about federal legislation and legislation in 32 states mandating English as the only language of instruction. By 1920 and until the 1960s, testing in English was used for screening people for employment and voting. Based on public laws of the last 20 years and results of court litigation, it appears educators must be careful to avoid systematic exclusion of culturally and/or linguistically different students from the learning experience due to either their inability to understand the language of instruction or the teacher's inability to appreciate their speech community. Although no student has a constitutional right to a specific educational experience, each is protected from denial of access to education because of language barriers. However, the tendency to Anglify students and eradicate language differences remains, preventing many students' full participation in the educational process. (MSE)

ED 242 193

FL 014 256

Wing, Barbara H., Comp. Mayewski, Sandi, Comp. Oral Proficiency Testing in Russian.

Spons Agency—New Hampshire Univ., Durham. **Pub Date—**15 Oct 83

Note—45p.; Compiled for the Northern New England Chapter of the Association of Teachers of Slavic and East European Language. Handbook presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (San Francisco, CA, November 24-26, 1983).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cultural Awareness, Interviews, Language Proficiency, *Language Tests, *Measurement Techniques, *Oral Language, Professional Associations, Questioning Techniques, *Russian, *Second Language Instruction, Teaching Guides, Test Items

Identifiers—*Oral Proficiency Testing

A handbook compiled for use in a one-day workshop on oral proficiency testing for teachers of Russian gives an overview of oral proficiency assessment principles and the available techniques. One section explains the American Council on the Teaching of Foreign Languages/Educational Testing Service (ACTFL/ETS) Oral Proficiency Interview process and scale. Another section discusses the oral proficiency testing needs in Russian, focusing on tester training opportunities, tester proficiency, Russian-specific guidelines for the ACTFL/ETS test, the Russian grammar grid, the role of culture in the interview and rating, and Russian-specific situations for use in the interview. Models and instruments used in familiarization and training workshops are described in a final section, including: (1) a graphic comparison of the kinds of language proficiency scales available; (2) Interagency Language Roundtable speaking definitions; (3) the academic (ACTFL/ETS) rating scale; (4) a functional trisection model of oral proficiency scales using function, content, and accuracy as assessment criteria; (5) the Foreign Service Institute's

chart of proficiency levels; (6) the four phases of the oral interview; (7) general structure of the interview; (8) question types for each level of the ACTFL/ETS test; (9) ACTFL/ETS testing protocol; and (10) the ACTFL/ETS provisional generic proficiency guidelines for speaking, listening, reading, and writing at all levels. (MSE)

ED 242 194

FL 014 263

Adams, Douglas

Monitoring and the Monitor Model: Labov Versus Krashen.

Pub Date—83

Note—12p.; Paper presented at the Annual Convention of Washington Area Teachers of English to Speakers of Other Languages (Fairfax, VA, October 1, 1982).

Journal Cit—WATESOL Working Papers; n1 p21-29 Fall-Win 1983-84

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, Classroom Techniques, Comparative Analysis, *Language Acquisition, Language Styles, *Learning Theories, *Linguistic Theory, Second Language Instruction, *Second Language Learning

Identifiers—Krashen (Stephen), Labov (William), *Monitor Model

Krashen's (1981) second language learning monitor model and Labov's (1978) first language acquisition monitor model are compared, and it is concluded that monitoring is not an all-or-nothing phenomenon, but is variable. It is also suggested that the ability to monitor in formal language styles may improve accuracy in less formal styles, based on existing research. More research is recommended to discover whether nonnative speaker styles stratify as clearly as do Labov's native speaker styles. It is suggested that Labov's monitor model is a more accurate representation of the process than Krashen's, giving these pedagogical implications: learning activities have a legitimate place in the foreign language syllabus; and the social situation of speaking can affect students' accuracy, causing use and even overuse of the monitor in class. It is noted that despite the superiority of Labov's model in this respect, Krashen's acquisition-learning distinction, and the resulting mix of activities, is important in the language classroom. (MSE)

ED 242 195

FL 014 265

Aghbar, Ali-Asghar

Guided Impressionistic Scoring of ESL Compositions.

Pub Date—83

Note—18p.; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (17th, Toronto, Ontario, March 16-19, 1983).

Journal Cit—WATESOL Working Papers; n1 p36-52 Fall-Win 1983-84

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—English (Second Language), *Evaluation Criteria, Grammar, *Holistic Evaluation, Language Tests, Measurement Techniques, *Scoring, *Second Language Instruction, Spelling, Vocabulary, *Writing (Composition), Writing Skills

Identifiers—George Mason University VA

An adaptation of an impressionistic scoring method developed for use on student placement in an English as a second language (ESL) program is described and a correlational study of its reliability is presented. The method was chosen because of its efficiency and apparent reliability. The original emphasis of organization, length, and content of composition was modified to emphasize grammar, vocabulary, and spelling for placement purposes. Procedures used in the application of the technique are: (1) prepare composition cover sheets with numbers and a place for the student's name; (2) assign a composition topic that will take little student deliberation; (3) provide black pens for writing (for better photocopies); (4) make two copies of each composition; (5) give scorers a practice session; (6) randomly assign numbered (but not otherwise identified) compositions to scorers, who have scoring guidelines; (7) enter scores on cover sheets; (8) have compositions with a difference of more than 12 points between scorers' evaluations rescored by a third scorer; and (9) average scores for a final mark.

The scoring time averages four minutes, and has proven to be reliable and valid. Guidelines for scoring and the original technique are appended. (MSE)

ED 242 196

FL 014 267

Blair, Linda

ESL Students and Writing Acquisition Theory.

Pub Date—[83]

Note—24p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—English (Second Language), Foreign Students, Individual Differences, Language Styles, Learning Theories, Second Language Instruction, Student Attitudes, Writing (Composition), Writing Instruction

Identifiers—Monitor Model

Nonnative speakers learn to write just as native speakers do, by learning to adjust their "monitors." Teachers too often focus on form rather than on the students' interests and abilities. With the monitor working at a low level, beginning writers can use their store of acquired skills, and with the monitor level higher, they can integrate their learned skills. However, when native or nonnative speakers' individual ideas are forced to conform to a prescribed format and formula, the writing loses its effect and its versatility. Students' anxiety about writing is often due to overactive monitors. In one developmental writing program for college-level students of English as a second language, all students' initial essays were in a formal style that sounded rigid and confused, with grammatical errors profuse and syntactic and knowledge errors difficult to distinguish. Taught in the context of the above findings, the students became more comfortable with the task of writing and acquired fluidity and correctness. (MSE)

ED 242 197

FL 014 268

Schreiber, Peter A. Read, Charles

Interpreting Wh- Questions in English, German, and Dutch. Report from the Project on Studies in Language: Reading and Communication. Working Paper No. 309.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling. Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jul 81

Contract—OB-NIE-G-81-0009

Note—51p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adults, Comparative Analysis, Context Clues, Contrastive Linguistics, Dutch, English, Foreign Countries, German, Inquiry, Listening Comprehension, Morphology (Languages), Syntax, Young Children

Identifiers—Questions

An investigation of the relative speed with which listeners comprehend and answer subject- and object-questions in English, German, and Dutch is reported. The primary data are the times required to answer pairs of questions such as, "Who is chasing the boy?" and "Who is the boy chasing?" and their counterparts in Dutch and German. In the three languages, the corresponding questions express the same semantic content, but in three different syntactic forms. The subject/object functions are signaled by word order in English, morphology in German, and context in Dutch. By noting which of the forms is responded to more rapidly in each language, insight may be gained into the roles these three kinds of cues play in comprehension. Subjects were adults and 7-year-olds tested in universities and schools in their native countries. Results showed that subject-questions are answered faster in Dutch and German, but object-questions are answered faster in English. It is suggested that this shows comprehension to be a highly interactive process drawing on multiple kinds of cues. However, an ambiguity in the English language results suggest a need for further investigation. (MSE)

ED 242 198

FL 014 270

Chaffin, Roger And Others

Does the Gender Schema Affect Linguistic Judgments?

Pub Date—Apr 83

Note—17p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Philadelphia, PA, April 1983).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Language Processing, Language Usage, Personality Traits, Sex Bias, Sex Differences, Sex Stereotypes

Identifiers—Bem Sex Role Inventory

Gender schema theory predicts that sex-typed people are more likely than non-sex-typed people to invoke gender in processing information. This was tested in a covert semantic classification task in which male and female college students selected "and" or "but" to conjoin pairs of personality traits from the Bem Sex Role Inventory (BSRI). Use of "and" indicates the traits are considered to be congruent, and use of "but" indicates they are seen as incongruent. Sex-typed and non-sex-typed subjects, as determined by administration of the BSRI, equally conjoined gender-congruent traits with "and" and non-gender-congruent traits with "but," with results predicted by the degree to which the traits were stereotyped as masculine. Subjects also conjoined pairs of traits that were congruent or incongruent with respect to both the gender schema and the self schema. Both gender and self-congruity affected responses and, as predicted by gender schema theory, sex-typed subjects were more likely than non-sex-typed to select "and" for gender-congruent and "but" for non-gender-congruent pairs. However, the largest effect for all subjects was that of gender congruity. (Author/MSE)

ED 242 199

FL 014 271

Prokop, Manfred

A Student's Guide to Effective Foreign Language Study.

American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.

Pub Date—[78]

Note—18p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiovisual Aids, Discourse Analysis, Grammar, Intonation, Language Laboratories, Language Skills, Listening Skills, Pronunciation, Reading Skills, Second Language Learning, Skill Development, Speech Skills, Study Guides, Study Skills, Translation, Vocabulary Development

A study guide developed to help foreign language students learn languages more effectively and efficiently provides specific suggestions for developing study habits to complement the teacher's instructions. An introductory section gives general remarks on studying another language, including both general study suggestions and the recommendation to practice out loud. Subsequent sections address practicing pronunciation and intonation, developing listening comprehension skills, developing speaking skills, developing reading skills, doing grammar exercises, learning vocabulary, using the language laboratory, using audiovisual aids (videotape, films, and slide programs), text analysis, and developing skills in translation. In some sections, study suggestions are specifically sequenced. A list of references is appended. (MSE)

ED 242 200

FL 014 272

Savignon, Sandra J., Ed. Berns, Margie S., Ed.

Initiatives in Communicative Language Teaching. A Book of Readings.

Report No.—ISBN-0-201-06506-1

Pub Date—84

Note—253p.

Available from—Addison-Wesley Publishing Company, World Language Division, Reading, MA 01867 (\$15.95; school price \$11.97).

Pub Type—Guides - Classroom - Teacher (052)—Reports - Descriptive (141)—Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—Case Studies, Classroom Techniques, College Second Language Programs, Communicative Competence (Languages), Computer Assisted Instruction, Educational Strategies, Elementary Secondary Education, English (Second Language), Higher Education, Immersion Programs, Instructional Innovation, Instructional Materials, Language Proficiency, Language Tests, Notional Functional Syllabi, Oral Language, Regional Characteristics, Second Language Instruction, Teacher Attitudes, Teacher Developed Materials, Teaching Methods, Testing, Videotape Recordings

A collection of readings on communicative language teaching explains what communicative language teaching is and how the goal of communicative competence is being met by teachers. The following articles are included: "Functional

Approaches to Language and Language Teaching: Another Look" (Margie S. Berns); "Contextual Considerations in Communicative Language Teaching" (Savali Takala); "Intake, Communication, and Second-Language Teaching" (Elizabeth Leemann Guthrie); "Regional Norms for English" (Braj B. Kachru); "I Got Religion—Evangelism in Language Teaching" (Alan Maley); "Beyond Notions and Functions: Language Teaching or the Art of Letting Go" (Gunter Gerngross and Herbert Puchta); "Preparing ESL Teachers for a Communicative Curriculum—American Style" (Pearl Goodman); "Teaching Strategic Competence in the Foreign-Language Classroom" (Elaine Tarone); "Teacher-Made Videotape Materials for the Second-Language Classroom" (Tony Silva); "Computer-Aided Instruction: Language Teachers and the Man of the Year" (Fernand Marty); "Immersion and Other Innovations in U.S. Elementary Schools" (Helena Anderson and Nancy C. Rhodes); "Large-Scale Communicative Language Testing: A Case Study" (Merrill Swain); "Testing Performance in Oral Interaction" (Keith Morrow); and "Proficiency in Context: The Pennsylvania Experience" (Barbara Freed). A citation index is included. (MSE)

ED 242 201

FL 014 273

Smith, Stephen M.

The Theater Arts and the Teaching of Second Languages.

Report No.—ISBN-0-201-07163-0

Pub Date—84

Note—166p.

Available from—Addison-Wesley Publishing Company, World Language Division, Reading, MA 01867 (\$15.95; school price \$9.72).

Pub Type—Guides - Classroom - Teacher (052)—Books (010)

Document Not Available from EDRS.

Descriptors—Adult Education, Class Activities, Classroom Techniques, Dramatics, Elementary Secondary Education, Higher Education, Instructional Materials, Language Skills, Nonverbal Communication, Oral Interpretation, Production Techniques, Program Development, Role Playing, Second Language Instruction, Skill Development, Teacher Role, Teaching Methods, Theater Arts

This practical and theoretical guide to the use of theater arts in foreign language teaching contains exercises, techniques, and fundamental theory for teachers at all levels of foreign language instruction, but particularly for those teaching adults and adolescents at intermediate or higher levels. An introductory section outlines common principles and parallels between the theater arts and foreign language teaching (goals, obstacles, strategies, and the development of group communication skills). The second section discusses language teaching in the drama rehearsal, focusing on language teaching strategies (director's strategies and language practice of all skills). A section on theater techniques for the language classroom looks at observation, character study, the voice, the body, practicing communication strategies, and scene work. This section also includes three sample simulations, with teacher instructions. The fourth section addresses play production for language learning groups, organizing and directing your own theater group (steps and considerations, the rehearsal period, and opening night). A list of recommended readings and classroom materials is appended. (MSE)

ED 242 202

FL 014 274

What We Don't Know Can Hurt Us: The Shortfall in International Competence.

American Council on Education, Washington, DC. Div. of International Education.

Pub Date—Nov 83

Note—19p.; Charts will not reproduce well. Prepared by the Commission on International Education.

Available from—Division of International Education, American Council on Education, Suite 300, Washington, DC 20036 (\$3.00 prepaid).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cultural Awareness, Educational Needs, Financial Support, Higher Education, Interdisciplinary Approach, International Relations, International Studies, National Defense, Program Development, Resource Allocation, Second Language Instruction

A shrinking, interdependent world has placed an increasing premium on international competence, an area of national priority for the United States.

Five steps are necessary for achieving a certain degree of international competence: (1) wide sectors of American leadership, in both private and public life, must recognize the existence and seriousness of the problem; (2) international competence must be viewed not as an isolated problem but as integral to every discipline, profession, and area of national life, central to the success of all Americans; (3) additional resources, particularly national, must be allocated to key programs for international competence; (4) better use must be made of the limited resources already available, including new ways of thinking and new relationships among business, education, and government; and (5) a realistic international outlook must be instilled in all sectors of American life. (MSE)

ED 242 203 FL 014 275

Garrett, Carl L.
Cognitive Style and Impressions of Student Achievement in Secondary French Classes.

Pub Date—30 Mar 84

Note—16p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Cognitive Style, *Field Dependence Independence, *French, High School Students, Secondary Education, Second Language Instruction, *Second Language Learning, *Student Teacher Relationship, Teaching Styles

A study of the importance of matching students' cognitive style with the teaching style of instructors was undertaken in five high school second-year French classes. Common instructional objectives and materials were used by the classes, in different schools. All students and teachers were given the Group Embedded Figures Test to determine field dependence or independence as a measure of cognitive style, and student-teacher matches and mismatches were noted. Teachers' grade expectations of their students were compared with students' rankings on standardized French tests and analyzed statistically. Results showed that field-independent teachers tend to estimate pupil competence more accurately than field-dependent teachers. It is suggested that the mismatch of student and teacher cognitive styles may create serious learning problems in the French classroom because of the nature of the learning tasks involved. (MSE)

ED 242 204 FL 014 276

Stolurow, Lawrence M. Cubillos, Enrique M.
Needs and Development Opportunities for Educational Software for Foreign Language Instruction in Schools. Executive Summary.

Iowa Univ., Iowa City, Center for Educational Experimentation, Development, and Evaluation. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jun 83

Contract—400-82-0023

Note—18p.

Available from—CEED, The University of Iowa, 218 Lindquist Center, Iowa City, IA 52242.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Courseware, Educational Needs, Elementary Secondary Education, *Material Development, *Microcomputers, National Surveys, *Needs Assessment, *Second Language Instruction, Technological Advancement

Results of a national survey of teachers, authors, administrators, distributors, and publishers reveal their perceptions of current needs and opportunities for development of microcomputer courseware for foreign language instruction. The study, which consisted of a literature review, a database review, a series of seven workshops, and consultation of a national advisory panel, is summarized. It was found that more needs than opportunities for materials development exist. The most wanted opportunity was more training in microcomputer-assisted instruction. The most-identified need was for more courseware, beyond the over 500 packages already available in 14 languages. Existing courseware was found to consist primarily of drill and practice and tutorials, with the remainder in games and simulation. Teacher preference was for drill and practice. Need was expressed for more prepublication quality control and improved evaluation and dissemination for teachers. Computer magazines were the main source of evaluations, with foreign language professional journals carrying little information. Teachers wanted cultural and civilization materials in addition

to language skills materials, and were interested in open-ended or modifiable programs but not in the use of authoring languages. Better voice quality in the output of peripheral devices was also desired. Recommendations are made for software development, teacher training and support, developing capabilities, and the role of schools in influencing software development. (MSE)

ED 242 205 FL 014 277

Cardenas, Rene F. And Others
A Descriptive Study of the Classroom Instruction Component of the ESEA Title VII Bilingual Education Program. Technical Report.

Abt Associates, Inc., Cambridge, Mass.; Development Associates, Inc., Arlington, Va. Spons Agency—Department of Education, Washington, DC.

Pub Date—15 Feb 83

Contract—300-79-0675

Note—423p.; For related document, see FL 014 278.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Administrators, Advisory Committees, *Bilingual Education Programs, Comparative Analysis, *Educational Needs, *Educational Objectives, Educational Strategies, Elementary Secondary Education, Federal Programs, *Limited English Speaking, National Surveys, Parent Participation, Parents, Program Descriptions, *Program Implementation, School Districts, Teaching Methods

Identifiers—*Elementary Secondary Education Act Title VII

The technical report portion of a national survey of bilingual education programs funded under Title VII of the Elementary and Secondary Education Act is presented. The study, conducted during 1979-83, describes the characteristics of the programs' classroom instruction component. Basic project directors and parent advisory committee chairpersons were surveyed by mail, and 60 sites were visited and intensive interviews conducted with administrators, coordinators, teachers, and parent advisory committee chairpersons. Information is presented in these areas: (1) characteristics of a representative sample of projects; (2) identification of groups of projects representing distinctly different instructional approaches for children of limited English proficiency; (3) project objectives; (4) the relationship between skills actually addressed by the projects and the skills necessary to function effectively in an all-English classroom; (5) the degree of program implementation among local education agencies; and (6) factors impeding implementation. Overall, it was found that the program is highly varied, with an emphasis on meeting individual students' needs; emphasizing English instruction, but with many projects making heavy use of the native languages; implemented successfully but in need of more staff training and parent participation; and only partially institutionalized locally, with Title VII remaining the primary source of funding. (MSE)

ED 242 206 FL 014 278

Cardenas, Rene F. Rudes, Blair A.
A Descriptive Study of the Classroom Instruction Component of the ESEA Title VII Bilingual Education Program. Selected Case Histories.

Abt Associates, Inc., Cambridge, Mass.; Development Associates, Inc., Arlington, Va. Spons Agency—Department of Education, Washington, DC.

Pub Date—15 Feb 83

Contract—300-79-0675

Note—302p.; For related document, see FL 014 277.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—American Indian Languages, American Indians, Asian Americans, *Bilingual Education Programs, *Bilingual Instructional Materials, Case Studies, Classroom Techniques, Coordination, Educational Strategies, Federal Programs, Hispanic Americans, Immigrants, Instructional Innovation, Material Development, *Parent Participation, *Program Administration, Program Descriptions, *Program Design, Refugees, School Districts, Spanish, State Departments of Education

Identifiers—*Elementary Secondary Education Act Title VII

Twenty-two case histories of bilingual education programs funded under Title VII of the Elementary

and Secondary Education Act are presented as a companion volume to the technical report of the same study. The case histories were developed from site visits and surveys of administrators, teachers, and parents involved in the program. The program descriptions focus on these program aspects: instructional approach, parent and community involvement, adaptation to local contexts, innovation, materials development, program structure, coordination of special programs, and state education agency involvement. The programs were chosen from the 60 sites visited because of their applicability to the major objectives of the study, potential reference to several topics in the technical report, and intrinsic interest. Spanish, Indian, and Asian language programs are included. Special topics covered included language revitalization, refugees and immigrants, program change over time, home versus school language usage and support, cable television use for instruction, urban program institutionalization, a language assessment center, staffing, and a multilingual program. (MSE)

ED 242 207 FL 014 279

Blasky, Andrew, Ed. Brooks, Lori B., Ed.
Cross Currents: Communication/Language/Cross-Cultural Skills, Volume X, Number 2. Tenth Anniversary Issue.

Language Inst. of Japan, Odawara.

Pub Date—83

Note—158p.

Available from—Alemany Press, P.O. Box 5245, San Francisco, CA 94101 (\$6.00 single issue).

Journal Cit—Cross Currents; v10 n2 Fall 1983

Pub Type—Guides - Classroom - Teacher (052) —

Reports - Descriptive (141) — Collected Works -

Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Book Reviews, *Classroom Techniques, Coherence, *Communication (Thought Transfer), Culture Conflict, *English (Second Language), Higher Education, Instructional Materials, *Language Skills, Listening Skills, Newspapers, Periodicals, Publications, Questioning Techniques, *Second Language Instruction, Writing (Composition), *Writing Instruction

Identifiers—Japan

A tenth anniversary issue of the biannual journal of the Language Institute of Japan contains articles on teaching the four language skills, reading, and writing, speaking, listening, as well as cultural training. The articles include: "Rod City: Context and Focus for Student-Generated Language" (Robert Rude); "Prediction as a Listening Strategy" (Michael Rost); "Teaching Writing in the College Classroom" (Tomoo Tsukamoto); "Reading, Writing, and Culture Shock" (Louise Dams); "Getting Into Texts (Part Two): Coherence in English" (Joe D. Palmer); "The Two-Track Variable Response System" (Nigel Rider, and Elena McCretton); "Inquiry Training for Increasing Students' Fluency" (Masakazu Karita); and "Using Short Newspaper Articles with ESL Students" (Derald Nielson). A ten-year index, list of publications received, and announcements are also included. (MSE)

ED 242 208 FL 014 280

Morgan, John Rinvuluci, Mario
Once Upon a Time. Using Stories in the Language Classroom.

Report No.—ISBN-0-521-25269-5; ISBN-0-521-27262-9

Pub Date—83

Note—120p.

Available from—Cambridge University Press, 32 E. 57th St., New York, NY 10022.

Pub Type—Guides - Classroom - Teacher (052) —

Books (010)

Document Not Available from EDRS.

Descriptors—Class Activities, *Classroom Techniques, Discussion (Teaching Technique), Grammar, Group Dynamics, *Listening Comprehension, *Oral Language, Pictorial Stimuli, *Second Language Instruction, *Story Telling, *Student Developed Materials, Student Teacher Relationship

Within the framework of storytelling (rather than story reading or listening) as a classroom technique for foreign language instruction, a wide range of classroom activities and over 70 story outlines are proposed. The activities range from introspective to highly interactive, from beginner to advanced, and many are offered as alternatives to traditional language-teaching exercises. Two introductory sections discuss the technique, its objectives and

advantages, the process of choosing and preparing stories for telling, storytelling styles, and caveats. Nine sections follow, each containing a variety of story skeletons and suggestions for preparation and class activities. Each of these sections has an instructional theme: (1) following up a story with alternatives to traditional comprehension questions and paraphrase exercises; (2) story retelling by students; (3) grammar; (4) transition from listening to oral production; (5) student oral production; (6) student story creation from his own past or imagination; (7) picture stories; and (8) a pool of supplementary story outlines. (MSE)

ED 242 209 FL 014 281
The Testing of Students in Self-Instructional Language Courses.

National Association of Self-Instructional Language Programs.

Pub Date—83

Note—5p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Independent Study, Language Proficiency, *Language Tests, *Programmed Instruction, Scoring, *Second Language Instruction, Test Construction, Test Format, *Testing, Test Interpretation, Test Selection

These language testing guidelines-grouped according to the five categories of the oral language interview: grammar, comprehension, pronunciation, vocabulary, and language utilization (communicative competence)-are presented for the language proficiency examiner. Brief guidelines for assessment are given for each of five levels of proficiency, except for language utilization, in which characteristics of high and low competence are described for seven dimensions of language behavior. Suggestions are made for weighting the five categories, selecting test formats, and preparing the examiner of self-instructional language programs. (MSE)

ED 242 210 FL 014 282

Sidwell, Duncan, Ed.

Teaching Languages to Adults.

Centre for Information on Language Teaching and Research, London (England).

Report No.—ISBN-0-903466-72-4

Pub Date—84

Note—123p.

Available from—Centre for Information on Language Teaching and Research, 20 Carlton House Terrace, London SW1Y 5AP.

Pub Type—Guides - Classroom - Teacher (052) — Collected Works - General (020) — Books (010)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Achievement Tests, *Adult Education, *Adult Students, Classroom Techniques, Course Organization, *Curriculum Design, *In-service Teacher Education, *Learning Theories, Multimedia Instruction, *Second Language Instruction, Standardized Tests

A collection of six essays focuses on second language instruction for adult learners. In "Modern Languages and the Adult Student" (David Smith), the motivations of adults taking evening classes are examined and the ways in which language teachers need to adjust to this population are discussed. "Language Learning Theories and Their Implications for the Classroom" (Shelagh Rixon) outlines and discusses theories in two categories: those developed from the late nineteenth century to the early 1970s (grammar translation, direct, and audiolingual methods), and those appearing since the early 1970s, based on the communicative approach. In "Syllabus Design and Multi-Media Course Organisation" (John L. M. Trim), models for curriculum design are reviewed, and multimedia language instruction is recommended as offering a more complete range of learning situations to the student. Specific classroom techniques appropriate to adult student needs and attitudes and the constraints and pressures faced by their instructors are offered in "In the Classroom" (John Langran). Special considerations for language teachers and administrators of adult education language programs are analyzed in "The Tutor, the Head of Centre, and Inservice Education" (Duncan Sidwell). "Public Examinations and Achievement Tests" (Lynn Jones and Alan Moys) outlines the types of examinations available and suitable for adult education in foreign languages and provides some guidelines for their selection. (MSE)

ED 242 211 FL 014 283
 Madsen, Harold S.

Techniques in Testing.

Report No.—ISBN-0-19-434132-1

Pub Date—83

Note—212p.; In the series: Teaching Techniques in English as a Second Language.

Available from—Oxford University Press, 200 Madison Ave., New York, NY 10016 (ISBN-0-19-434132-1, \$5.95).

Pub Type—Guides - Classroom - Teacher (052) — Books (010)

Document Not Available from EDRS.

Descriptors—Adult Education, Elementary Secondary Education, *English (Second Language), Language Proficiency, *Language Skills, *Language Tests, *Second Language Instruction, Test Construction, *Testing, *Test Use

This book on language tests and test use for English as a second language is aimed at both experienced and inexperienced teachers in both grade school and adult education. The text begins with an introduction to the history of language testing, including its value for both students and teachers, and its current state and types of tests available. Part I, on testing mastery of language subskills, contains three chapters, one each on vocabulary tests, grammar tests, and pronunciation tests. Each of these chapters contains several sections describing different testing techniques, including techniques for beginning through advanced learners. Techniques for developing the various kinds of exam questions are covered in the activities section of each chapter. Part II looks at tests measuring communication skills, particularly integrative skills. Chapters in this part discuss reading, writing, listening, and speaking tests and describe techniques for all levels of language learners. An activities unit concludes each chapter as in Part I. A final chapter outlines methods for evaluating test validity, reliability, and affect. Descriptions of commercial tests are appended. (MSE)

ED 242 212 FL 014 284

Raines, Ann

Techniques in Teaching Writing.

Report No.—ISBN-0-19-434131-3

Pub Date—83

Note—164p.; In the series: Teaching Techniques in English as a Second Language.

Available from—Oxford University Press, 200 Madison Ave., New York, NY 10016 (ISBN-0-19-434131-3, \$5.95).

Pub Type—Guides - Classroom - Teacher (052) — Books (010)

Document Not Available from EDRS.

Descriptors—*Classroom Techniques, *English (Second Language), Evaluation Methods, Instructional Materials, Language Skills, Lesson Plans, Organization, Pictorial Stimuli, Second Language Instruction, *Writing Evaluation, *Writing Instruction

A manual of techniques for teaching writing in classes of English as a second language (ESL) encourages composition beyond elementary-level sentence exercises. The objectives include communicating to a reader, expressing ideas without the pressure of face-to-face communication, exploring a subject, recording experiences, and becoming familiar with the conventions of English discourse. An introductory chapter outlines various approaches to writing in ESL: controlled-to-free, free-writing, paragraph-pattern, grammar-syntax-organization, communicative, and process. Subsequent chapters discuss these techniques: seven basic questions for planning the class; using pictures; using readings; using all language skills; teaching practical writing; using controlled writing; teaching organization; and responding to students' writing. A section providing ideas for class activities follows each chapter. (MSE)

ED 242 213 FL 014 285

Allen, Virginia French

Techniques in Teaching Vocabulary.

Report No.—ISBN-0-19-434130-5

Pub Date—83

Note—136p.; In the series: Teaching Techniques in English as a Second Language.

Available from—Oxford University Press, 200 Madison Ave., New York, NY 10016 (ISBN-0-19-434130-5, \$4.95).

Pub Type—Guides - Classroom - Teacher (052) — Books (010)

Document Not Available from EDRS.

Descriptors—*Classroom Techniques, Difficulty Level, *English (Second Language), Form Classes (Languages), Instructional Materials, Language

Proficiency, Language Tests, Questioning Techniques, Second Language Instruction, Visual Aids, *Vocabulary Development, Word Lists

Identifiers—Test of English as a Foreign Language

A manual for teaching vocabulary to students of English as a second language is introduced by a discussion of the reasons for neglecting vocabulary development in the past and the reasons for the present emphasis on it. The chapters that follow develop practical instructional methods for each language learning level. The topics include: (1) vocabulary lessons for the first stage of classroom language exposure; (2) more techniques for beginners' classes; (3) special uses of visual aids; (4) teaching vocabulary in intermediate classes; (5) accommodating differences among intermediate students; (6) new and more specialized kinds of meanings for intermediate classes; (7) basic techniques for advanced classes; (8) comprehension and production in advanced classes; and (9) choosing vocabulary words and evaluating their mastery. Appendices include: an illustration of "picturable actions," 300 useful adjectives, 1200 useful nouns and verbs, suggested questions for conversations and correspondence with native speakers, an introductory crossword puzzle, and sample questions from the Test of English as a Foreign Language. (MSE)

ED 242 214 FL 014 286

French, Core Programs 1990. Curriculum Guide-line for the Primary, Junior, Intermediate, and Senior Divisions.

Ontario Dept. of Education, Toronto.

Report No.—ISBN-0-7743-5399-6

Pub Date—80

Note—108p.

Available from—Publications Services, Ontario Ministry of Education, 880 Bay St., Toronto, Ontario M7A 1N8, Canada (\$2.50 Canadian).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Class Activities, Classroom Techniques, *Core Curriculum, Cultural Awareness, Curriculum Guides, Developmental Stages, *Educational Objectives, Elementary Secondary Education, *Fles, Foreign Countries, *French, *Language Skills, Second Language Learning, *Second Language Programs, Student Development

Identifiers—*Ontario

This curriculum guideline provides suggestions for the organization of courses of study in Core French programs at all levels from kindergarten to grade 9. The aim of the Core French programs, as distinguished from extended and immersion programs, is to provide opportunities for students to develop communication skills in French, an understanding of how language functions, and a sensitivity to people and culture. Organizational principles only are provided, which local boards can use for programs beginning at any level having from 60 to 120 hours of instruction per year. The volume outlines policy for the programs (rationale, goals, objectives, language skills, levels of difficulty, and articulation); program content (structures, generalizations, and vocabulary topics); techniques (questioning, correction, listening and speaking activities, reading, writing, teaching structure, teaching culture, grouping procedures, and references); and evaluation (principles, types, reporting procedures, evaluating attitudes, program evaluation, and references). Outlines of developmental stages for early, middle, and later childhood and preadolescence and their implications for language-learning are appended. Lists of references for teacher and student use and a glossary are also included. (MSE)

ED 242 215 FL 014 292

Eckman, Fred R., Ed. And Others

Universals of Second Language Acquisition.

Report No.—ISBN-0-88377-340-6

Pub Date—84

Note—150p.

Available from—Newbury House Publishers, Inc., Rowley, MA 01969-1599 (\$16.95).

Pub Type—Reports - Research (143) — Books (010) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—Affective Behavior, Communicative Competence (Languages), Comparative Analysis, *Interlanguage, *Language Universals, *Learning Theories, *Linguistic Theory, *Second Language Learning

Works on second language acquisition theories, affective variables and communicative competence, and interlanguage were compiled as a result of a

symposium on universals of second language acquisition at the University of Wisconsin, Milwaukee. The papers include: "On the Variability of Interlanguage Systems" (Elaine Tarone); "Memory, Learning, and Acquisition" (Earl W. Stevick); "Processing Universals in Second Language Acquisition" (Herbert W. Seliger); "Error Detection as a Function of Integrativity" (Jeff Kaplan and Michael Shand); "Communicative Tactics in Children's Second Language Acquisition" (Muriel Saville-Troike, Erica McLure and Mary Fritz); "A Universal in L2 Acquisition Based on a PBD Typology" (Suzanne Flynn); "Processing Strategies and Morpheme Acquisition" (Bill VanPatten); "Accounting for Adult Acquisition of Relative Clauses: Universal Grammar, L1, and Structuring the Intake" (Christian Adjemian and Juana Liceras); "Dative Questions and Markedness" (Irene Mazurkewich); and "Temporal Systems and Universality in Interlanguage: A Case Study" (Lorraine Kumpf). (MSE)

ED 242 216 FL 014 293
Seliger, Herbert W., Ed. Long, Michael H., Ed.
Classroom Oriented Research in Second Language Acquisition.

Report No.—ISBN-0-88377-267-1
Pub Date—83
Note—305p.
Available from—Newbury House Publishers, Inc., Rowley, MA 01969-1599 (\$15.95).
Pub Type—Reports - Research (143) — Information Analyses (070) — Books (010)

Document Not Available from EDRS.
Descriptors—Adult Learning, Anxiety, Bilingual Education, Classroom Communication, Classroom Research, Developmental Stages, Diaries, Feedback, Group Dynamics, Language Proficiency, Learning Theories, Linguistic Theory, Questioning Techniques, Research Methodology, Second Language Learning, Student Evaluation, Student Teacher Relationship

A collection of works concerning classroom research methodology, learner strategies and variables, teacher speech, teacher and learner feedback, and second language classroom communication has been compiled. It includes: "What Is Classroom Oriented Research?" (Herbert W. Seliger and Michael H. Long); "Inside the 'Black Box': Methodological Issues in Classroom Research on Language Learning" (Michael H. Long); "Risk-Taking and the Language Learner" (Leslie M. Beebe); "Competitiveness and Anxiety in Adult Second Language Learning: Looking 'at' and 'through' the Diary Studies" (Kathleen M. Bailey); "Inferring: Testing the 'Hypothesis-Testing' Hypothesis" (Ellen Bialystok); "Foreigner Talk in the Classroom: An Aid to Learning?" (Craig Chaudron); "Foreigner Talk in Content Classrooms" (Linda A. Schinke-Llano); "Teacher-Student Interaction in Bilingual Classrooms: Four Approaches to Error Feedback" (Nancy Johnson Nystrom); "Learner Feedback: An Exploratory Study of Its Role in the Second Language Classroom" (Stephen J. Gaies); "Exploring Relationships between Developmental and Instructional Sequences in L2 Acquisition" (Patsy M. Lightbown); "Learner Interaction in the Classroom and Its Effects on Language Acquisition" (Herbert W. Seliger); "Classroom Foreigner Talk Discourse: Forms and Functions of Teachers' Questions" (Michael H. Long, Charlene J. Sato); and "Assessing Global Second Language Proficiency" (Diane Larsen-Freeman). (MSE)

ED 242 217 FL 014 294
Reilly, Judy
Acquisition of Conditionals: The Interaction of Language and Cognition.

Pub Date—Oct 83
Note—14p.; Paper presented at the Annual Boston University Conference on Child Language Development (8th, Boston, MA, October 7-9, 1983).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Child Language, Difficulty Level, Foreign Clauses (Language), Grammar, Language Acquisition, Learning Theories, Linguistic Theory, Morphology (Language), Semantics, Sentence Structure, Tenses (Grammar), Young Children

Identifiers—*Conditionals
A study examining the initial stages in the acquisition of the conditional system is reported. The objective was to discover how morphological productivity is related to the child's comprehension of the semantics of individual conditional types.

Schachter's model of reality and unreality conditionals was used as a framework. Eight middle class, monolingual English-speaking children aged 2.6 - 3.2 were assigned production and comprehension tasks to elicit the different conditionals. Subject unwillingness and limited language abilities complicated the study. Results showed a wide range of abilities in conditional production, available morphology, and comprehension of the conditional types, showing very individual approaches to integrating the morphological and semantic components, and implicitly, the requisite cognitive notions involved in conditionals. The diversity in approaches to language acquisition suggests that: (1) for each child, individual systems (e.g., morphology or semantics) have individual timetables, implying an initial independence of systems that later become integrated; and (2) although the sequence of development within a particular system is generally predictable, growth within two adjacent systems is not necessarily parallel and development in one does not immediately predict development in another. (MSE)

ED 242 218 FL 014 295
Li, Y. C. And Others
A Dictionary of Mandarin Verbs and Adjectives.
Spons Agency—Office of International Education (ED), Washington, DC.
Pub Date—[82]
Contract—G00-80-01864
Note—475p.

Language—Mandarin Chinese; English
Pub Type—Reference Materials - Vocabulary/Classifications (134)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adjectives, *Language Patterns, *Language Variation, *Mandarin Chinese, Negative Forms (Language), Reference Materials, Romanization, *Verbs

A dictionary of Mandarin Chinese verbs and adjectives, a companion to a Mandarin grammar, is intended as an extensive teaching lexicon of a major Chinese word class. It catalogues 4,500 words and combinations, with instructions in the proper and various applications of each item through linguistic explanations and illustrative sentences when appropriate. Entries are arranged alphabetically by their pin-yin romanizations, with useful combinations listed. Meanings and nuances are listed in their order of frequency. For every meaning, likely contexts are indicated by description, example sentences, or both. Verbs co-occurring with resultative complements, negatives, auxiliaries, and so on are noted with detailed explanations. Taiwan and People's Republic of China usages are noted and illustrated. (MSE)

ED 242 219 FL 014 296
Lightbown, Patsy
Bibliography of Research on the Acquisition of French L1 and L2.

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
Report No.—ICRB-B-132; ISBN-2-89219-137-8
Pub Date—84

Note—32p.
Available from—International Center for Research on Bilingualism, Pavillon Casault, 6e sud, Université Laval, Quebec, Quebec, Canada G1K 7P4
Language—French; English
Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adolescents, Bilingualism, Children, Cognitive Development, Comprehension, Educational Research, French, Language Acquisition, Reference Materials, Second Language Learning

Approximately 500 works concerning acquisition of French as a first or second language by children from infancy to adolescence are listed. Although works on prelinguistic development are not included, research on comprehension during this period is. Studies of early simultaneous bilingual development are included if one of the languages is French. Articles on French instruction are included only if they take the language acquisition approach to teaching, but a large number of works on school language, aspects of reading and writing development, the relationship of language and cognitive development, and pathological development emphasizing developmental rather than remedial aspects do appear. Research in both French and English is included. (MSE)

ED 242 220 FL 014 300
Rodríguez, Manuel C.
Current Status of O.P.I. in Intensive Language Programs.

Pub Date—3 Mar 84
Note—19p.; Paper presented at the Annual Meeting of the Southwest Conference on the Teaching of Foreign Languages (Colorado Springs, CO, March 1-3, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Competency Based Education, *Intensive Language Courses, *Language Proficiency, *Language Tests, *Oral Language, Professional Associations, Questioning Techniques, *Second Language Instruction
Identifiers—American Council on the Teaching of Foreign Languages, Northern Arizona University, *Oral Proficiency Testing

Since the initial inquiry into oral proficiency and oral proficiency testing by the American Council on the Teaching of Foreign Languages (ACTFL) in 1981, the growing interest in this form of testing is evidenced by increased participation in workshops, conference sessions, and training sessions devoted to it. Intensive language programs and an emphasis on spoken language have also emerged. Acquisition of functional oral ability is the current focus of language instruction, and oral proficiency interviews (OPI) have become an integral part of the proficiency assessment process. There are several types of intensive language programs being conducted in colleges and universities, using several variations on the original OPI and the ACTFL and Educational Testing Service guidelines and criteria. The type used at Northern Arizona University for its Spanish immersion program is modeled after Peace Corps training programs, with evaluation based on the Foreign Service Institute's model, adapted for academic grading. It was discovered that this adaptation was less a test of oral proficiency than an oral version of a discrete-point grammar achievement exam. Examiner note-taking also proved to inhibit students. The test was changed in format, and a weighted scale based on the academic 100% model within the ACTFL guidelines and giving more emphasis to performance than structure was adopted. Nonetheless, the grading is approached holistically, focusing on the level at which a student can sustain speech. The fourth stage of the program, equivalent to the first semester of third year Spanish, involves use of the OPI. Increased training opportunities for OPI examiners, especially within initial teacher training, and further research into the test's implications for curriculum and language instruction methods, are needed. (MSE)

ED 242 221 FL 014 301
Ruling, Karl Lide, Francis
An Exercise in Exciting Visuals: Building and Displaying on a Foreign Language Kiosk.

Pub Date—Apr 84
Note—13p.; Paper presented at the Annual Meeting of the Northeast Conference on the Teaching of Foreign Languages (31st, New York, NY, April 12-15, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Equipment, Foreign Language Periodicals, Language Attitudes, Language Enrollment, *Publicity, *Second Language Instruction, Student Motivation, *Teacher Developed Materials, *Visual Aids

Detailed, illustrated instructions are given for construction and decoration of an indoor foreign language kiosk to promote interest in foreign languages among students and teachers. The kiosk can be constructed in a home shop or possibly by a college theater department, high school woodworking department, or institutional physical plant. Once constructed, the kiosk can be painted and posted with materials such as travel posters, magazine advertising, and other foreign language-related materials, with attention given to highlighting the foreign language and cultural aspects and to the stimulation provided by graphics and layout. It is recommended that the kiosk be designated only for foreign languages and be placed in a position of high visibility, in a busy hallway or large entranceway, and carried to other locations as needed. (MSE)

ED 242 222 FL 014 302
Heller, Gloria

American Culture: Course Design and Rationale.
Pub Date—May 83

Note—17p.; Paper presented at the Annual Meeting of the California Association of Teachers of English to Speakers of Other Languages (Los Angeles, CA, April 1983) and the National Association for Foreign Student Affairs (Cincinnati, OH, May 1983).

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Acculturation, Course Descriptions, Course Organization, *Cultural Awareness, *Cultural Education, *English (Second Language), Ethnography, Higher Education, *North American Culture, Role Playing, Second Language Instruction

A college course in American culture, designed for students of English as a second language as an introduction to both American culture and university content courses, is described. The course was developed based on the philosophy and techniques of ethnography and foreign language pedagogy, and requires a combination of student participation, observation, and meta-observation. Students assume the role of scientific investigator, guided by the teacher as principal informant. The objective is a description, rather than an analysis, of the culture without forcing students to assimilate or adapt to it, an effort that might cause a negative reaction. The first part of the syllabus introduces the concept and definitions of ethnography and the definition of culture. The second part consists of teacher lectures, field trips, and guest speakers, with discussions, briefings, and debriefings. The topical and chronological schedules for the semester are provided, and a bibliography is appended. (MSE)

ED 242 223 FL 014 303

King, Edith W. Houlton, David
Implications of Britain's Mother Tongue Project for American Multicultural Education.

Pub Date—24 Apr 84

Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24, 1984).

Pub Type—Reports - Descriptive (141) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Education, Community Support, Comparative Analysis, *Cultural Pluralism, Curriculum Development, Educational Benefits, *English (Second Language), Ethnic Relations, Foreign Countries, Immigrants, Language of Instruction, *Multicultural Education, *Native Language Instruction, Parent Attitudes, *Policy Formation, Primary Education, Program Development, Program Effectiveness, Teacher Developed Materials, Teacher Education, Teacher Responsibility

Identifiers—*Great Britain, United States

The multiethnic situation in American schools in the 1980s can be compared to that of Britain in the 1960s, when a sudden influx of non-English-speaking children in great numbers taxed the resources of an educational system dedicated to the English language. Arguments favoring multicultural education are increasing in both countries, and the need for a multilingual curriculum and parent involvement are also recognized. In 1981 Britain's School Council undertook a major program to offer assistance in the form of resources and guidelines to teachers wishing to extend the native language skills of their primary students. Teachers developed instructional materials promoting intercultural communication, and materials for other teachers, especially those not speaking the students' native languages. American school districts are choosing a middle ground, allowing students to retain literacy in their native languages while providing English instruction. As the debate continues in both countries, more research, curricular materials, and teacher education are needed. (MSE)

HE

ED 242 224

HE 016 317

Joint Statement on Principles of Good Practice in College Admissions and Recruitment.
National Association of Secondary School Principals, Reston, Va.

Pub Date—[80]

Note—4p.

Available from—National Association of Secondary School Principals; 1904 Association Dr., Reston, VA 22091.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Admissions Counseling, Advanced Placement, *College Admission, *College Applicants, College School Cooperation, Higher Education, School Community Relationship, Student Financial Aid, *Student Recruitment

Identifiers—Fact Sheets, PF Project

Endorsed by five national educational organizations (the American Association of Collegiate Registrars and Admissions Officers, the American Council on Education, the College Entrance Examination Board, the National Association of College Admissions Counselors, and the National Association of Secondary School Principals), the fact sheet outlines principles of good practice in college admissions and recruitment. Topic headings include (1) admissions promotion and recruitment, (2) application procedures, (3) financial assistance, and (4) advanced standing students and the awarding of credit. For each topic, the role to be played by colleges and universities and by cooperating schools and community agencies is described. (LH)

ED 242 225 HE 016 772

Eble, Kenneth E.

The Aims of College Teaching.

Report No.—ISBN-0-87578-575-1

Pub Date—83

Note—200p.; The Jossey-Bass Higher Education Series.

Available from—Jossey-Bass Inc., 433 California St., Suite 1000, San Francisco, CA 94104 (\$15.95).

Pub Type—Books (010) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—College Faculty, *College Instruction, *Educational Objectives, Educational Philosophy, *Faculty Development, Higher Education, Instructional Improvement, Moral Development, Scholarship, Specialization, *Student Teacher Relationship, *Teacher Attitudes, Teacher Effectiveness, Teacher Role, *Teaching (Occupation), Teaching Styles, Values

The aims of college teaching are discussed, and a comparison of higher education in 1960 and two decades later is provided. After considering the development of a teaching style and the importance of the teacher's character, the joyful and spontaneous side of teaching are considered. The nature of teaching (i.e., art, science, or craft) is also explored. Additional topics include: problems resulting from narrow specialization and the separation of scholarly work from teaching; the goals that teachers should work toward in the areas of teaching, research, and service; the place that knowledge occupies in modern society; the role of values in teaching; and how teachers can aid the total personal development of their students. The following seven sins of teaching are also addressed: arrogance, dullness, rigidity, insensitivity, vanity, self-indulgence, and hypocrisy. The reasons many faculty development programs fail to improve teaching are identified, and suggestions are offered to administrators and chairpersons on how to make college teaching more worthwhile. Perspectives on Alfred North Whitehead's book, "The Aims of Education," are also offered. Attention is directed to four traditional aims of American higher education. A bibliography is appended. (SW)

ED 242 226 HE 016 816

Hesse-Biber, Sharlene Gosselin, Joan McGregor
Career and Lifestyle Aspirations of Boston College Undergraduates.

Boston Coll., Chestnut Hill. Affirmative Action Council.

Pub Date—Sep 82

Note—19p.

Available from—Office of Affirmative Action, McGuinn 405, Boston College, Chestnut Hill, MA 02167.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Choice, Family Influence, *Family Life, Females, Higher Education, Institu-

tional Research, Males, *Occupational Aspiration, *Sex Differences, *Sex Role, Student College Relationship, *Undergraduate Students

Identifiers—*Boston College MA

Lifestyle and career plans of Boston College undergraduate students were studied, along with the influences of family and religious background, the college academic environment, and the college social environment. A total of 298 male and 634 female students completed a study questionnaire in 1981. Although both men and women expected to have families and careers, there were clear differences between the sexes in the parental responsibilities they envisioned and in the specific occupations they hoped to enter. Women respondents tended to select careers traditionally defined as acceptable for women and expressed somewhat less confidence that they would be successful in their work than did the men. Students' work and lifestyle goals were shaped primarily by family and friends. While most students held positive views of the college, they credited the academic environment with little influence upon their aspirations. It was found that women tended to use career advisement services later in their academic careers than men did, and that the college did not offer an adequate range of female role models. It was concluded that although Boston College was not hindering women from working toward realistic career goals, it was not directly helping them either. Eleven recommendations are offered for the college. (SW)

ED 242 227 HE 016 836

Boyer, Ernest L.

High School: A Report on Secondary Education in America.

Carnegie Foundation for the Advancement of Teaching, New York, N.Y.

Report No.—ISBN-0-06-015193-5

Pub Date—83

Note—380p.

Available from—Harper & Row, Inc., 10 East 53rd Street, New York, NY 10022 (\$15.00).

Pub Type—Books (010) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Academic Aptitude, Articulation (Education), *College School Cooperation, *Core Curriculum, Education Work Relationship, *High School Students, Literacy, Principals, Public Schools, School Business Relationship, *Secondary Education, Secondary School Teachers, Student Volunteers, Teacher Education, Teacher Salaries, *Teaching Conditions, Technology

The performance of the American high school as an institution is discussed, based on a study of U.S. secondary education conducted by the Carnegie Foundation for the Advancement of Teaching. Attention is directed to students, teachers, the principal, the classroom, and the curricula. Field studies were conducted at 15 public high schools, which were chosen to represent a cross-section of schools. Attention is directed to the core curricula, which consists of courses in English, literature, the arts, foreign language, history, civics, science, mathematics, technology, and health. Additional topics include the following: student aptitude test scores, secondary school course requirements, the importance of literacy, the transition to work and further learning, high school instruction and the conditions of teaching, teacher salaries, teacher preparation and certification, technology and schools, students as volunteers in the school and other institutions, the leadership role of the principal, gifted and high-risk students, college-school connections, school-corporation connections, and the public commitment to excellence in schools. Recommendations for each of these areas are offered, and information on the Carnegie study is appended, along with a bibliography. (SW)

ED 242 228 HE 016 883

Johansson, Britt

In Focus: The Art of Knowing How to Nurse.
Goteborg Univ., Molndal (Sweden). Dept. of Education.

Pub Date—Jul 83

Note—26p.; Paper presented at the Sigma Theta Tau Research Congress (Madrid, Spain, July 7-8, 1983).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Clinical Teaching (Health Professions), Educational Research, Foreign Countries, Higher Education, Interpersonal Communication, Interprofessional Relationship, *Knowledge

Level, *Nursing Education, *Student Teacher Relationship, Teaching Hospitals
Identifiers—Sweden

The knowledge structure of nursing, nursing concepts, and interaction patterns were studied at three nursing schools in Sweden. Attention was focused on six classification systems: communication pattern; personally directed content of talks; interaction structure and role behavior; content of instrumental versus emotional nature; disciplinary origin; and nursing process. Observations tape recordings were made with 14 teachers and 39 students during clinical training. The discussion subjects were divided into two groups: (1) implemented nursing procedure and nursing techniques, and (2) nursing situation in the ward. Findings include the following: 70-80 percent of all sentences came from the teacher; learning to perform nursing was more important for the student than learning to recognize her own ability; the teacher had both an instrumental and emotional role; when caring for a patient the students got to know the medical diagnosis and treatment as well as nursing needs; and discussion dealt with how to observe, plan, and implement nursing in a very uncritical, traditional way. It was concluded that there is an overemphasis on nursing techniques in Sweden. It is suggested that a holistic view in nursing education is needed, along with change in the structure and nature of the knowledge demanded in nursing schools. (SW)

ED 242 229 HE 016 884

Reuterberg, Sven-Eric
Study Assistance and Degree Completion in Higher Education.
Göteborg Univ., Molndal (Sweden). Dept. of Education.

Spons Agency—National Swedish Board of Universities and Colleges, Stockholm; Swedish Council for Planning and Coordination of Research.
Pub Date—83
Note—36p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Persistence, Age Groups, Comparative Analysis, *Degrees (Academic), Foreign Countries, Intelligence, Postsecondary Education, Sex Differences, *Student Characteristics, *Student Financial Aid
Identifiers—Sweden

The effects of financial aid on degree completion for Swedish postsecondary students were studied. Attention was focused on the effect of student social background, sex, and intelligence on utilization of study aid. Separate analyses were undertaken with different age groups and students in different study courses. Two student samples were studied: 12,000 individuals born in 1948, and 10,000 born in 1953. A weak tendency was found for students of high ability to use the aid more frequently than students of low ability, while social background had no influence. The frequency of study assistance utilization did not change very much for the various age groups. For open admissions courses, student sex was not found to be important to degree completion. However, for closed admission courses (i.e., those not usually selected by women), sex had an important effect on degree completion: women were more successful than men, and sex was as important as study aid to degree completion. It is suggested that a decreasing frequency of degree completion cannot be explained by changes in the study assistance system. It is concluded that study assistance is greatly important to degree completion and helps to bring about social equality. (SW)

ED 242 230 HE 016 952

Anderson, D. S. Verboorn, A. E.
Access to Privilege: Patterns of Participation in Australian Post-Secondary Education.
Report No.—ISBN-0-7081-1025-8
Pub Date—83
Note—209p.

Available from—Australian National University Press, Publications Distribution Center, P.O. Box C831, Rutherford, NJ 07070 (\$15.50).
Pub Type—Reports - Evaluative (142) — Books (010)

EDRS Price - MF01/PC09 Plus Postage.
Descriptors—*Access to Education, Age Groups, *College Attendance, Educational Background, *Enrollment Trends, Ethnic Groups, Foreign Countries, Geographic Location, Minority Groups, Nontraditional Students, Place of Residence, *Postsecondary Education, Socioeconomic Status, *Student Characteristics, Technical

Education, Womens Education
Identifiers—Australia

The question of whether the social composition of postsecondary education in Australia has changed since the 1930s and 1940s is analyzed. Based on a review of studies of higher education students in Australia, it is proposed that concern for equity in access to education developed during the 1960s and has continued until the present. Attention is directed to enrollment trends for the universities, College of Advanced Education, and technical and further education. Additional topics include: the age distribution of students, enrollment influences and trends for women students, the effects of social conditions on enrollment, college participation by public and private school students, the effect of place of residence on college attendance, the effects of local tertiary institutions on participation, interstate and interinstitutional variations on enrollment, educational aspirations of migrant students, the national background of students, aborigines and the irrelevance of education, the socioeconomic background of students, type and level of study, and social background of technical and further education students. It is concluded that although these colleges are represented by students from many different backgrounds, access to higher education is mainly limited to the privileged. (SW)

ED 242 231 HE 017 004

Woodhall, Maureen
Student Loans as a Means of Financing Higher Education: Lessons from International Experience. World Bank Staff Working Papers Number 599.

World Bank, Washington, D. C.
Report No.—ISBN-0-8213-0206-X
Pub Date—83
Note—120p.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Comparative Analysis, Developed Nations, *Developing Nations, *Educational Finance, *Financial Policy, Foreign Countries, *Higher Education, *International Organizations, Non Western Civilization, *Student Loan Programs

Identifiers—Africa, Asia, Caribbean, College Costs, Ghana, *Latin America, Middle East
International experience with student loans as a means of financing higher education is examined, with particular reference to developing countries. After summarizing the main purposes and kinds of student loan programs and practices in developed countries, advantages and disadvantages of loans as a means of financing higher education are identified. Specific attention is directed to Latin America and the Caribbean, including the scale of student loan programs, administration of educational credit institutions, the financing of student loans, repayment terms, the cost of administering student loans, and default on student loans. Additionally, student loan programs in Asia, the Middle East, Ghana, and other African countries are addressed. Loan programs in developing countries are also evaluated in terms of feasibility, as a means of cost recovery, flexibility, efficiency, equity, manpower, and administration. The roles of the U.S. Agency for International Development, the Inter-American Development Bank, and the World Bank in funding student loan institutions are examined. Finally, the choice between student loans and other methods of financing higher education is addressed, and policy options for student loan programs are summarized. Information on educational credit institutions in Latin America and a bibliography are appended. (SW)

ED 242 232 HE 017 038

Anderson, Richard E.
Finance and Effectiveness: A Study of College Environments.
Educational Testing Service, Princeton, N.J.
Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.
Pub Date—Sep 83
Note—193p.

Available from—Educational Testing Service, College and University Programs, Princeton, NJ 08541 (\$8.00).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Check Lists, *College Environment,

*Economic Factors, *Educational Finance, Enrollment Trends, Expenditures, *Financial Problems, Higher Education, Income, *Institutional Evaluation, Longitudinal Studies, School Surveys, *Teacher Attitudes, Trend Analysis
Identifiers—Institutional Vitality

Results of a study of financial conditions and the functioning of 93 U.S. colleges and universities are presented. Institutional data were collected every third year between 1967-1968 and 1979-1980. Samples of faculty at each institution were surveyed in the late 1960s or early 1970s and again in 1980-1981. The Educational Testing Service's Institutional Functioning Inventory (IFI) was administered to the schools, and 13 colleges were visited. Results include the following: the average college had considerably more purchasing power at the close of the decade, but most of these resources had been used up by enrollment increases; the increase of federal funds was matched by declines in state support at public institutions and by declines in tuition and private gifts and grants at private colleges; and the decline in faculty pay in the 1970s matches almost exactly the increases in pay of the 1960s. Findings regarding changes in the higher education environment, indications of institutional effectiveness, and faculty perceptions are discussed, and recommendations for administrators and public officials are offered. An analysis of trends in educational demand and college income and expenditures is included as background information. Participating institutions are listed by Carnegie classification and IFI scale items are listed. (SW)

ED 242 233 HE 017 042

Coury, John J.
Educational Indebtedness and the Career Choices of New Physicians. Report of the Board of Trustees. Report E (I-83).

American Medical Association, Chicago, Ill.
Pub Date—83
Note—11p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Planning, *Economic Factors, *Graduate Medical Students, Higher Education, *Loan Repayment, *Medical Education, *Physicians, Specialization
Identifiers—*Debt (Financial)

The relationship of indebtedness and career plans at various points of the career development of new physicians was investigated. After initially examining the career plans of graduating medical students, attention was directed to resident physicians who had made some but not all decisions about the future, as well as those who had completed training and had begun practicing medicine. Based on the 1979 and 1983 Surveys of Resident Physicians, it was found that an average level of debt of new physicians was around \$13,300 in 1979 and over \$18,200 by 1983. Those with relatively high debt did not appear to choose more remunerative specialties or practice locations than those with lower debt. In relation to specialty, the highest average debt was incurred by those practicing in psychiatry, obstetrics/gynecology, general/family practice, or anesthesiology. Resident physicians planning to go into research and the armed forces had the lowest level of indebtedness. Other results suggest that physicians in solo practice had higher mean debt than those in other practice modalities. Those planning to practice in urban areas had virtually the same average level of indebtedness as those planning to practice in rural areas. Statistical survey results are included. (SW)

ED 242 234 HE 017 090

Beach, Mark. Comp.
A Subject Bibliography of the History of American Higher Education.
Report No.—ISBN-0-313-23276-8
Pub Date—84
Note—172p.

Available from—Greenwood Press, 88 Post Road West, Box 5007, Westport, CT 06881 (\$29.95).
Pub Type—Reference Materials - Bibliographies (131) — Books (010)

Document Not Available from EDRS.
Descriptors—Activism, Bibliographies, Church Related Colleges, *College Administration, College Admission, College Faculty, College Libraries, *College Programs, Community Colleges, *Educational History, Educational Objectives, Extracurricular Activities, Federal Aid, *Higher Education, Land Grant Universities, Professional Education, State Colleges, Teacher Education,

Womens Education Identifiers—United States

A bibliography of more than 1,300 major books, articles, and dissertations largely from the twentieth century pertaining to the history of U.S. higher education is presented. All entries are grouped by topics, listed alphabetically by author, and numbered for cross referencing. Major subject headings also include references by citation number to entries in a 1975 bibliography. The citations refer only to historical writing; journalism, polemics, and most autobiographies are omitted. In addition to specific college curricular areas, topics include the following: college administration, college admission, church-related colleges, community colleges, college faculty, federal aid, land grant universities, college libraries, professional education, educational objectives, state colleges, student and teacher activism, extracurricular activities, teacher education, and women's education. An author and a subject index are appended. (SW)

ED 242 235 HE 017 095

Wittstruck, John R. State Oversight of Degree Granting Authority in Proprietary Institutions. Report of a SHEEO Survey.

State Higher Education Executive Officers Association.
Pub Date—Jan 84
Note—51p.

Available from—State Higher Education Executive Officers Association, 1860 Lincoln Street, Suite 310, Denver, CO 80295.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Compliance (Legal), Definitions, *Degrees (Academic), *Government School Relationship, Postsecondary Education, *Proprietary Schools, Questionnaires, *State Licensing Boards, *State Standards

Definitions of proprietary institutions by various states, the degree-granting powers of these institutions, and the authority of state agencies to approve degree programs and to license them were investigated. Forty-three states and Puerto Rico responded to the survey (nonresponding states were Delaware, Maryland, New Hampshire, North Dakota, Vermont, Wisconsin, and Wyoming). In general, it was found that states define proprietary institutions as private educational institutions organized "for profit." In most states, "for-profit" institutions are eligible to confer degrees. Few of the total number of eligible schools in a state, however, actually confer degrees. State Higher Education Executive Officers agencies usually are responsible for granting the authority to confer degrees, and are also responsible for administering state laws, regulations, and standards respective to the nonpublic "nonprofit" postsecondary institutions. The State Departments of Education usually have responsibility for licensing these institutions. State licensing and/or degree-authorizing agencies for each state are identified. In addition, state definitions of proprietary institutions and state statutes and rules are included, and survey respondents are listed. A questionnaire is appended. (SW)

ED 242 236 HE 017 099

Rush, Gary S. Teacher Education's Response to Equal Opportunity: An Employment Survey.

Pub Date—Dec 83
Note—10p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Employment Practices, *Equal Opportunities (Jobs), Higher Education, Occupational Surveys, Schools of Education, *Teacher Characteristics, Teacher Education, *Teacher Educators, Teacher Employment, *Teacher Recruitment

A survey was conducted to determine whether the mandates of equal opportunity are being met and whether a diverse group of teacher educators is being employed by higher education institutions. The "Chronicle of Higher Education" was chosen to provide a list of available jobs in higher education. A random sample of the advertisements of teacher education positions during 1980-1981 was assessed. Of the 59 positions on which data were supplied, 41 were filled on a permanent basis and 4 were filled temporarily. Few of those hired served in the upper professorial ranks. The data indicate that the majority of those hired were 25-35 years old. Most were

Caucasian females having less than 5 years of higher education experience. A few had never taught in the kindergarten through 12th grade setting. They came from a highly diversified listing of previous positions, which could be expected based on the variety of skills demanded in job announcements. These data indicate that schools, colleges, and departments of education are hiring personnel from all parts of the United States, particularly from areas well removed from the employing institutions. Data are included on the characteristics of the faculty members: age, race, professional and teaching experience, and geographic regions. (SW)

ED 242 237 HE 017 100

Woods, L. R. And Others Keeping the Devil Away from Miss Jones: Censorship in Academia, 1976-1990.

Pub Date—[81]

Note—11p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Freedom, Administrators, *Censorship, College Faculty, Colleges, College Students, *Freedom of Speech, *Higher Education, Moral Issues, *Sanctions, School Newspapers, Standards, Trend Analysis, Universities

Information on censorship in academia in the United States is presented, based on censorship cases reported in the "Newsletter on Intellectual Freedom" from 1976 to 1981. Cases occurring in academia accounted for 63 of the more than 800 cases reported. The states and institutions in which the censorship attacks occurred are identified, along with type of staff/individuals or organizations that initiated the attacks. The largest number of attacks were recorded for 1976. Although attacks were widespread throughout the country, the majority came from the more heavily populated states. Administrators led as the chief proponents of censorship. Obscenity and pornography, the most common reasons for censorship, formed the basis for most attacks at the college level. Other reasons for attack varied from violating journalistic ethics to not meeting university standards. The majority of attacks were directed at large universities. Student newspapers and films were most often subject to attacks. In higher education, more attacks were successful than unsuccessful. Success was defined as the objectionable materials being banned, removed, or cancelled. Comparisons to a 1966-1975 study are also made. It is recommended that educators must take more responsibility for protecting the tenets of academic freedom. (SW)

ED 242 238 HE 017 101

Smokvina, Gloria J. Bratt, Ellen M. Why AD Graduates Choose Their First Jobs.

Pub Date—[82]

Note—20p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Associate Degrees, *College Graduates, *Employment Patterns, Higher Education, Job Satisfaction, Motivation, *Nurses, Nursing, *Occupational Aspiration, Questionnaires, *Vocational Followup, *Work Attitudes

Reasons for the job selections of 64 associate degree nursing graduates were examined in a pilot study at Purdue University. The basic research question was whether nursing graduates initially view "maintenance" or motivational factors as more important. Based on Herzberg's theory of motivation, information is provided on maintenance or hygiene needs of an individual: security, economic, physical, social, status, and communication. Motivational needs are also identified. Fifty-three respondents considered the method of delivering nursing care in an agency to be significant to their choices. Fifty ranked primary care as the most valuable system. Modular nursing closely followed, but team nursing and functional nursing, in that order were ranked significantly lower. The most important variables influencing graduates' first choice of employment reflected a mixture of maintenance and motivational factors. The majority regarded working close to home and salary as the most significant ones. A certain kind of job opening and orientation programs were also important. It is noted that although many hospitals allocate sizeable funds to recruitment, the respondents did not rate recruitment programs as important to their decisions. A questionnaire is appended. (SW)

ED 242 239 HE 017 102

Brown, Peggy Ann, Ed. Internationalizing the Curriculum. Association of American Colleges, Washington, D.C.

Pub Date—Mar 84

Note—19p.

Available from—Association of American Colleges, 1818 R Street N.W., Washington, DC 20009.

Journal Cit—Forum for Liberal Education; v5 n4 Mar 1984

Pub Type—Collected Works - Serials (022) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Area Studies, *College Curriculum, Global Approach, Higher Education, Interdisciplinary Approach, *International Education, Non Western Civilization, Program Descriptions, *Student Exchange Programs, *Study Abroad, Undergraduate Study, *World Affairs

Identifiers—Broward Community College FL, Goshen College IN, Hope College MI, Kalamazoo College MI, Lafayette College PA, Macalester College MN, Monterey Institute of International Studies CA, Occidental College CA, University of Oregon, Western Michigan University

Perspectives on developing international understanding are considered in an essay, and descriptions of the international education at 15 colleges and universities are presented. In the essay, "Two Steps Forward, One Step Back: Slow Progress Toward International Understanding," James A. Perkins discusses barriers to change in internationalizing U.S. vital interests, as well as initiatives to promote international awareness. Attention is directed to the following activities at colleges and universities: an international studies requirement at Goshen College, which allows students to complete study-service trimesters in Central America or the Caribbean; Kalamazoo College's Program in International Education, which is designed to promote an international atmosphere on campus along with foreign study experiences; Occidental College's Core Program in the Liberal Arts, which offers all undergraduates an interdisciplinary introduction to both western and nonwestern traditions; a nonwestern world requirement at Western Michigan University, which offers international and area studies; and the University of Oregon's new undergraduate curriculum on the Pacific region, which is a component of the International Studies Program. Activities at 10 additional colleges are also described, and resource organizations and publications are described. (SW)

ED 242 240 HE 017 103

Hauptman, Arthur M. Gladieux, Lawrence E. Tax Breaks for College: Current and Proposed Tax Provisions That Help Families Meet College Costs.

College Entrance Examination Board, Washington,
D.C.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date—84

Note—32p.

Available from—College Board Publications, Box 886, New York, NY 10101 (\$6.00; quantity discounts).

Pub Type—Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Equity (Finance), Financial Needs, *Financial Policy, Higher Education, Income, Parent Financial Contribution, *Student Costs, Student Financial Aid, *Tax Credits, *Tax Deductions, Taxes

Identifiers—*College Costs

The nature and scope of tax policies that affect higher education are sketched, concentrating on the provisions of the tax code that directly help families finance college costs. Attention is directed to: proposals to expand the range of tax benefits for higher education, the merits of existing and proposed tax schemes in times of reduced federal revenues, estimated taxes saved for individual families, and distribution of benefits by income level under different provisions. Additionally, tax breaks for higher education are compared with conventional student aid programs. Current tax breaks to help families finance college encompass two main approaches: permitting certain expenditures or investments to be excluded from the family's taxable income; and al-

lowing parents to shift income from themselves to their children and thereby reduce the family's tax liability. Proposals for new tax breaks include: tax credits or deductions for current expenses, tax deductions for college savings, and tax-free income on college savings accounts. It is concluded that direct student aid programs are generally a more effective and equitable means of helping families meet college costs than are tax incentives intended to achieve the same objectives. (SW)

ED 242 241 HE 017 104

Furniss, W. Todd
The Self-Reliant Academic.
American Council on Education, Washington, D.C.
Spons Agency—EXXON Education Foundation,
New York, N.Y.; Johnson Foundation, Inc., Ra-
cine, Wis.; Teachers Insurance and Annuity Asso-
ciation, New York, N.Y.

Report No.—ISBN-0-02-910940-X

Pub Date—84

Note—80p.

Available from—Macmillan Publishing, Front and

Brown St., Riverside, NJ 08075 (\$7.50).

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Career Development, *College Faculty, Employment Opportunities, Entrepreneurship, *Faculty Organizations, *Financial Services, Higher Education, Individual Development, Job Satisfaction, *Multiple Employment, Occupational Information, *Self Help Programs

Recommendations for faculty members who are secure in their positions are offered to promote career alternatives beyond those prescribed by their institution. The recommendations cover the implementation and operation of self-help organizations. A survey of faculty members found that faculty members were almost completely dependent on their institutions for all their professional and many of their personal needs. Those facing no job emergency were reluctant to see any urgency in action to improve their occupational and personal options. Attention is directed to the freelancer as a model for faculty emulation. The following functions are suggested for self-help organizations: assessing the faculty member's interests, skills, and preferences; personal financial planning services; providing information concerning the nonacademic occupational world; providing resources to the member who wishes to conduct a private search concerning alternative roles; providing office facilities; and providing training (e.g., the use of microcomputers). In addition, it is proposed that the organization can act as an agent for individual faculty members in marketing their services. Ideas for more advantageous financial arrangements (e.g., proprietorship) and the issue of conflict of interest are also addressed. (SW)

ED 242 242 HE 017 105

Brautigam, Arthur W.
Contracting for Telecommunications Systems.
National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date—Mar 84

Note—9p; Supplement to the 1983 NACUBO book, "Contracting for Services." This report is a chapter from "Contracting for Communications Services," forthcoming from NACUBO (\$15.00).

Available from—National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036.

Journal Cit—Business Officer; p21-27 Mar 1984

Pub Type—Collected Works - Serials (022) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Bids, *Campus Planning, *Contracts, *Electronic Equipment, Higher Education, Information Networks, Needs Assessment, *Purchasing, Technological Advancement, *Telephone Communications Systems

Reasons for changing telephone systems at colleges and universities and the preparation and evaluation of requests for proposals (RFP) are discussed. The negotiation and monitoring of the contract are also addressed. It is noted that contracting for a new telecommunications system is extremely complex. Reasons for changing systems include cost savings and the fact that an existing telephone system has technological or user service limitations. A number of user features of computerized electronic private automatic branch exchanges (PBXs) are described, along with considerations for integration with data communications. Before the RFP is written, it is proposed that extensive prepar-

atory work be done, including hiring a consultant, conducting a study of the existing system and a needs analysis, determining design criteria for the new system, determining costs or savings with a financial analysis model, and establishing a time frame for completion of the RFPs. Areas that should be covered in detail in an RFP for a telecommunications system are discussed, including bidder qualifications, technical specifications, installation and implementation guidelines, and user training. The bidders' conference and site survey are also covered. Aspects of the system that should be evaluated before acceptance are identified, and ongoing monitoring of the system is briefly addressed. (SW)

ED 242 243 HE 017 106

Financial Planning for Energy Efficiency Investments.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date—Mar 84

Note—9p; Paper in the Energy Task Force Series on "Financing Campus Energy Conservation Projects," sponsored by the National Association of College and University Business Officers, Association of Physical Plant Administrators of Universities and Colleges, and American Council on Education.

Available from—National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036.

Journal Cit—Business Officer; p28-34 Mar 1984

Pub Type—Collected Works - Serials (022) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Budgeting, *Campus Planning, *Capital Outlay (for Fixed Assets), Economic Factors, *Energy Conservation, *Financial Policy, Financial Services, Fund Raising, Higher Education, *Investment, Operating Expenses, Private Colleges, *School Maintenance, Self Evaluation (Groups), State Colleges

Financing options for energy efficiency investments by colleges are outlined by the Energy Task Force of three higher education associations. It is suggested that alternative financing techniques generate a positive cash flow and allow campuses to implement conservation despite fiscal constraints. Since energy conservation saves money, the savings can be used to offset the cost of improvements. The following financing options are summarized: internal financing, building reserve and replacement funds, bond fund pools, shared savings, municipal leasing, third-party project financing, fund raising, tax-exempt bonds, commercial bank borrowing, and borrowing from endowment. Straight financing potentials for both public and private colleges are addressed. Attention is also directed to reevaluating capital budgeting, establishing internal policy, risk management, and integrating the capital program with operations and maintenance. The financial evaluation of efficiency investments is discussed, with attention to: simple payback period, net present value, return on investment, and cash-flow improvements. Important variables for the financial analysis are also discussed, including term of analysis, energy price escalation factor, base-year savings, and the cost of delay. Twelve energy financing self-assessment questions are also presented. (SW)

ED 242 244 HE 017 107

Sponsorship/Partnership. 1984 Annual Meeting Papers.

Association of Catholic Colleges and Universities, Washington, D.C.

Pub Date—84

Note—51p.

Available from—Association of Catholic Colleges and Universities, One Dupont Circle, Suite 650, Washington, DC 20036 (\$5.00 each, 1-9 copies; \$4.50 each, 10 or more copies).

Journal Cit—Current Issues in Catholic Higher Education; v4 n2 p1-47 Win 1984

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Catholic Schools, *Church Related Colleges, *Church Role, College Administration, *College Presidents, *College Role, *Governance, Higher Education, Leadership Responsibility, Religious Education

Papers from special seminars and the 1984 annual meeting of the Association of Catholic Colleges and Universities (ACCU) are presented. Issues pertain-

ing to sponsorship of a college or university, and specifically sponsorship by a religious body, are addressed in seven articles. Considerations that may be common to all types of institutional models are addressed, and some examples are provided of specific choices that have been made by one or more of the colleges/universities and their sponsoring religious bodies. Additionally, questions of Catholic identity are addressed in three papers from the 1984 ACCU Annual Meeting. Titles and authors are as follows: "The Board's Role in Maintaining Institutional Identity" (Thomas J. Savage); "Sponsorship as Partnership" (Alice Gallin); "The Colleges Sponsored by a Diocese" (John F. Murphy); "Higher Education's Contribution to the Religious Life" (Patrick Ellis); "Mission and Ministry of the Sisters of St. Joseph in Sponsored Institutions" (Genevieve Schillo); "Sponsor/Partnership of Catholic Higher Education: The President as Middleman" (Edward L. Henry); "Evaluating Presidential Leadership: A Case Study in Redefining Sponsorship" (Martin J. Stamm); "Our Zeal for Excellence: Have We Made a Hospitable Home?" (James Hennessey); "The Heshburgh Award: A Response" (John Tracy Ellis); and "Homily" (Timothy S. Healy). (SW)

ED 242 245 HE 017 108

Robertson, Jane
Predictors of Department Viability in Periods of Decline.

Pub Date—[83]

Note—11p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Budgeting, *Departments, Enrollment Trends, *Evaluation Criteria, Higher Education, *Intellectual Disciplines, *Political Power, Predictor Variables, *Resource Allocation, Retrenchment

Characteristics of academic departments that affect resource allocation to departments by the college or university are discussed, especially in times of retrenchment. Attention is focused on the ability of academic departments to maintain or increase their share of the resources allocated by the central governing board. Relevant departmental characteristics can be categorized as rational, political, and structural. A rational criterion is one for which there is agreement as to its legitimacy and measurement (e.g., student enrollment and instructional units). Political characteristics include grants and contracts, which add to a department's power base. Additional contributions to departmental power include student enrollments in the department, and departmental representation on committees responsible for budget decisions and policy formation. Structural issues pertain to the internal arrangement of departments. This characteristic is generally referred to as "paradigm development," which concerns the real or perceived amount of consensus regarding certain aspects of the discipline. Methods that have been used to determine the level of paradigm development for a particular department include the direct questioning of faculty members and the computation of the average length of dissertations and abstracts. (SW)

ED 242 246 HE 017 109

Willie, Nancy A.
A Model for Estimating Net Prices Facing Postsecondary Students in New York State.

Pub Date—Oct 83

Note—13p; Paper presented at the Annual Meeting of the Northeast Association of Institutional Research (October, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, *Computer Software, Models, *Need Analysis (Student Financial Aid), Postsecondary Education, *Resource Allocation, *Student Costs, *Student Financial Aid Identifiers—College Costs, *New York

The initial stage of a model that simulates net prices facing degree students in New York State postsecondary institutions is described. The Student Support Sources model uses readily available data sources to simulate the processes by which family and student resources and financial aid are allocated to different types of students enrolled at different types of New York State institutions. This analog model attempts to replicate the aid allocation process on a student-by-student basis. The model is written in BASIC for a Radio Shack Model III microcomputer system. It simulates resource allocation to categorical types of postsecondary students

from the major support sources in New York State and calculates alternatively defined values for net prices facing these student types. To calculate the dollar amount available to each type of student from each of seven sources of support, the model locates user defined price and resource allocation constraints and then adjusts the located dollar values to form a package of aid. Information is provided on the four main functions of the program, data requirements of the model, and limitations of the model. Illustrative data are provided, based on a comparison of dependent undergraduates who are campus-based aid recipients in the State University of New York and independent sectors. (SW)

ED 242 247 HE 017 110

Roke, Edward J. And Others

Academic Advising and the Nontraditional Student: Collecting Planning, Management, and Marketing Information from Student Intake Forms.

Pub Date—Oct 83

Note—14p; Paper presented at the Annual Meeting of the Northeast Association of Institutional Research (October 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Advising, Academic Aspiration, College Students, *Data Collection, Educational Planning, Faculty Workload, Higher Education, Marketing, *Nontraditional Students, Open Universities, *Records (Forms), State Universities, *Student Characteristics, Student Recruitment

Identifiers—*University of Maryland College Park

The use of the Advising Intake Form with nontraditional students at University of Maryland's University College is discussed. The form is completed by students for each advising appointment. The following types of data on students are collected: demographic information, educational history, current career field, personal and educational objectives, history of advising at University College, and reasons for seeing an advisor. One function of the form is to promote needs assessment of students' course/program interests. Inservice training of advisors is based on the kinds of advice students seek, as revealed by the form. This approach also provides a measure of advisor workload, as well as an indication of the percentage of advising services provided to University College and non-University College students. Further, the form provides marketing information that can be used in planning effective programs and services. The intake form is the only source of information on nonstudents (advisees who have not matriculated at University College). Since one question on the form asks where advisees heard about University College, the answers have implications for advertising campaigns. (SW)

ED 242 248 HE 017 111

Schmidt, Steven D.

Understanding the Culture of Adults Returning to Higher Education: Barriers to Learning and Preferred Learning Styles.

Spons Agency—Department of Agriculture, Washington, D.C.

Pub Date—[83]

Grant—USDA-2667

Note—5p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Students, *Cognitive Style, *Graduate Students, Higher Education, Institutional Research, *Learning Experience, *Reentry Students, Student Attitudes, Student Educational Objectives, Student Motivation, Student Problems

Returning adult students enrolled in graduate programs at the University of Wisconsin's School of Education and the College of Agriculture and Life Sciences were studied. The sample of 25 male and 48 female students were 25 years of age and older, U.S. citizens, and had been out of school for 3 years. Students completed a biographical assessment, a "barriers to learning" instrument, Rosenberg's Total Self-Esteem Scale, and Canfield's Learning Styles Inventory. Ninety-five percent of the students returned to the university to broaden existing careers or expand into new ones. Sixty percent of respondents considered job/family/school time at least somewhat of a problem. Significant differences were found between males and females in learning style preferences. Females indicated a significantly higher preference for using language as a media for

learning, while males expected to obtain higher grades than did females. Fifty-three percent of the students indicated a strong or very strong preference for establishing their own learning goals within the classroom. The results indicate that while the returning adult students wanted to set their own learning goals, independent of the instructor, they valued the role of the teacher as content expert and climate setter. (SW)

ED 242 249 HE 017 112

Brown, Thomas J.

How to Choose a Board of Trustees.

Pub Date—22 Oct 82

Note—7p; Paper presented at the Annual Meeting of the Association of Independent Colleges and Schools (New Orleans, LA, October 22, 1982).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrative Organization, *Advisory Committees, *Board Candidates, College Administration, *Governance Boards, Higher Education, Policy Formation, Selection, *Trustees

The nature of college governing boards and advisory boards and considerations for choosing board members are discussed. Governing boards are the kind found in nonprofit colleges and are the policy-making body of the college. Advisory boards are generally found in for-profit colleges and are used more on a programmatic basis usually tied to the curricula of the college. Points to address concerning advisory boards include the following: does the college executive officer seek advice of the board as a group or on an individualized basis, do members give advice, in what manner and with what attitude is advice dispensed, and are committees organized for this purpose? Before selecting new members, it is important to have in place organizational information concerning the responsibilities of the chairperson and committees. Attendance and other services expected of board members should be specified, the frequency and length of board meetings should be understood, agendas should be prepared, and procedures should be set for nominating new members. Reporting and the control responsibility of the board should also be established. (SW)

ED 242 250 HE 017 113

Rosenthal, Daniel J. A. Tantillo, Charles

Registration: A System for Monitoring Course Enrollments.

Pub Date—83

Note—9p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Oriented Programs, *Courses, Data Collection, Educational Planning, *Enrollment Trends, Higher Education, *Management Information Systems, *Recordkeeping, *School Registration

A management information system that monitors course enrollments during an institution's registration cycle is described. The registration cycle includes pre-registration demand, pre-registration scheduling, cancellation for nonpayment of bill, in-person registration, and add/drop. The information system utilizes the course registration process as an empirical data source for curriculum decision making. The system provides the academic manager with information for making short and longer term decisions regarding enrollment trends, program migration, and institutional flexibility. The methodology consists of collecting student enrollment data, on a course-by-course basis, at each phase of an institution's registration cycle. From a computer implementation perspective, benchmark processing requires the merging of course enrollment files at each phase of the registration cycle. An updated management report is produced at each phase. The system provides improvements in report structure, including advantageous ordering of information, selection of data elements, and temporal integration of information. In addition to semester planning, multi-semester benchmark comparisons can be used in enrollment trend analysis and long-range forecasting. (Author/SW)

ED 242 251 HE 017 114

Louis, Karen Seashore And Others

Freshman Experiences at the University of Massachusetts at Boston.

Spons Agency—Massachusetts Univ., Boston.

Pub Date—[84]

Note—108p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Persistence, *Ancillary School Services, *College Freshmen, *Dropout Characteristics, Higher Education, Institutional Research, *School Holding Power, *School Orientation, *Student College Relationship, Student Experience, Student Needs

Identifiers—*University of Massachusetts Boston

The experiences of 397 freshmen at the University of Massachusetts, Boston, were studied, along with the ways in which the university programs and services affect student commitment to the university. Based on a telephone interview, findings include the following: many freshmen had little contact with major university services designed to orient them to the regulations and expectations of the university; many students were confused about requirements and other academic concerns; registration procedures were the most common problem area for students; while freshmen were knowledgeable about a number of student services (academic support, financial aid, and registration), they were not aware of other student services; many students dropped out for reasons unrelated to their university experiences; some circumstances of dropouts were amenable to university intervention (e.g., need for financial assistance); and many dropouts were not counseled concerning their withdrawal. Differences among students who left school before the second semester and those who re-enrolled were examined. The experiences of nontraditional students (e.g., older students and minority students) and those of the more traditional freshmen were also compared. (SW)

ED 242 252 HE 017 115

Myers, Henry A. And Others

Critical Research Issues in Postsecondary Education in the 1980s.

James Madison Univ., Harrisonburg, VA. Social Science Research Center.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Mar 83

Note—35p; Bibliography may not reproduce well due to marginal legibility of original.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Students, College Faculty, College Students, Computer Assisted Instruction, *Educational Finance, *Educational Research, Employment Practices, *Enrollment Trends, Females, Minority Groups, Nontraditional Students, *Postsecondary Education, *Research Needs, Student Characteristics, Teacher Education, Teacher Employment, *Technological Advancement

Critical research issues that need to be addressed by postsecondary education in the 1980s are discussed. Among the technologically-related issues are the following: the impact of computer-assisted and computer-managed approaches on learning processes, and the compatibility of degree attainment with the labor market. Issues pertaining to enrollments, student characteristics, and finances include: federal/state role in projecting enrollments, the potential of an increased influence of state funding agencies on postsecondary education, changes in the role of community colleges, reduced fiscal capacity of colleges, the impact of increasing numbers of older students, achieving increased representation of minorities in postsecondary education, black studies and affirmative action, and achieving increased representation of females and minorities in faculty and administrative appointments. Additional issues include: curriculum assessment in teacher education, certification requirements and competency testing, professional educational preparation, the impact of intercollegiate athletics on academic standards, problems relating to growing industry-university collaboration, and effects of faculty unionization. An annotated bibliography is appended. (SW)

ED 242 253 HE 017 116

Bargerstock, Charles T.

Educational Fund Raising and the Law.

Council for the Advancement and Support of Education, Washington, D.C.

Report No.—ISBN-0-89964-226-8

Pub Date—84

Note—87p.

Available from—Publications Order Department, Council for the Advancement and Support of Education, 80 S. Early Street, Alexandria, VA 22304 (\$16.50).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Compliance (Legal), *Donors, *Fund Raising, Glossaries, Grants, Higher Education, *Institutional Advancement, *Laws, *Philanthropic Foundations, *Private Financial Support, Public Relations, Taxes, Trusts (Financial).

The law relating to charitable gifts to schools is described, and fund raising considerations are addressed. The first of four chapters, "Education Fund Raising in the Legal Context," reviews the history of the law of charity over the past 400 years (i.e., law in England during 1500-1800 and law in America during 1800-1900). "The Donor and the Law," covers questions about the propriety of particular types of gifts or trusts and how those questions affect the donor. "The Institution and the Law" deals with propriety questions as they affect the institution. In the last chapter, "Enhancing Fund Raising in the Legal Context," suggestions are made to help fund raisers influence charity legislation and public opinion to promote greater support for their institutions. The following types of charitable gifts are discussed: charitable trusts and bequests, conditional gifts, gifts of real or personal property, subscriptions, and gifts in anticipation of death. Additional topics include: tax policy and the donor, federal and state tax treatment, the charitable foundation, incorporation of charities, gift valuation for tax purposes, regulation of fund solicitation, regulation of fund administration, and charitable trustees. A glossary of legal terms and an extensive bibliography are appended. (Author/SW)

ED 242 254 HE 017 118

Hunt, Susan, Ed.

New Sources of Revenue: An Ideabook.

Council for the Advancement and Support of Education, Washington, D.C.

Report No.—ISBN-0-89964-223-3

Pub Date—84

Note—68p.

Available from—Publications Order Department, Council for the Advancement and Support of Education, 80 S. Early Street, Alexandria, VA 22304 (\$16.50).

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Capital, Case Studies, Compliance (Legal), *Economic Opportunities, *Entrepreneurship, *Fund Raising, Higher Education, *Institutional Advancement, Investment, Real Estate, *School Business Relationship, Shared Facilities, Student Costs, Student Financial Aid, Taxes, Tuition

Advice for schools, colleges, and universities to generate more revenue and noncash resources through entrepreneurial and business ventures is offered in this indexed handbook. In addition to nine case studies of campus-based enterprises, six articles present the process by which new sources of revenue can be identified. Legal and tax considerations are also considered, including how to raise revenue while maintaining the institution's nonprofit tax status. Article titles and authors are as follows: "A Strategy for Enhancing Your Institution's Revenue" (Douglas Beavan); "Resource Raising: Putting Your Campus Assets to Work Full Time" (Harold L. Hodgkinson); "Campus Capitalism: Ten Ways That Institutions Are Raising New Resources" (Karla Taylor); "Capital Enhancement by Syndication and Sale-Leaseback" (Robert E. Angus, William A. Davis, Jr.); "Creative Financing: Great Ways for an Independent School to Earn Money Even After School's Out for the Day" (Richard F. Odell). The nine campus projects involve the following topics: investments and financial strategies; land sale, lease, or sale-leaseback; renting facilities and space; profit-making ventures; joint ventures with business and industry; reducing expenditures, nonfinancial resources raised; innovative ways to pay for a college education; and tuition assistance programs. (SW)

ED 242 255 HE 017 119

Melendez, Winifred Albizu de Guzman, Rafael M.

Burnout: The New Academic Disease.

ASHE-ERIC Higher Education Research Report No. 9, 1983.

Association for the Study of Higher Education;

ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED),

Washington, DC.

Report No.—ISBN-0-913317-08-X

Pub Date—83

Contract—400-82-0011

Note—114p.

Available from—Publications Department, Association for the Study of Higher Education, Dept. R, One Dupont Circle, Suite 630, Washington, DC 20036 (\$6.50, nonmembers; \$5.00, members).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Administrators, *College Environment, College Faculty, *Coping, *Faculty College Relationship, Higher Education, Job Satisfaction, Negative Attitudes, Psychological Patterns, *Stress Variables, Student Teacher Relationship, Teacher Administrator Relationship, *Teacher Burnout, *Teacher Morale, Work Attitudes

The literature concerning burnout is reviewed, and specific ways that burnout can be minimized or eliminated in colleges are suggested. Burnout may occur with individuals who work with other people and who give much more than they get in return. Symptoms may include lack of enthusiasm for work, a sense of helplessness, and frustration. Physical changes occur during stress, and psychological stress involves both the environmental stimulus and the individual's reaction. The Person-Environment Fit Model, a theory of stress, describes the interrelationship of the person and the environment. The model maximizes good fit to minimize work stress and contribute to the individual's total personality growth and self-esteem. Certain personality characteristics may predispose an individual to burnout, while certain work environment factors also contribute to stress and may lead to burnout (e.g., role dynamics, occupation, job satisfaction, career paths, and the organization itself). Information is provided on sources of stress related to students, colleagues, and to the administration. Tactics to prevent or relieve burnout are suggested that entail certain skills, including personal management skills and relationship skills. Organizational prescriptions are also addressed. An extensive bibliography is appended. (SW)

ED 242 256 HE 017 121

Missouri Health Manpower, 1981.

Missouri State Center for Health Statistics, Jefferson City.

Spons Agency—National Center for Health Statistics (DHHS/PHS), Hyattsville, MD.

Pub Date—Mar 82

Contract—233-80-2106

Note—186p.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Allied Health Personnel, Dentists, *Employment Statistics, *Health Personnel, Higher Education, Individual Characteristics, *Labor Supply, Nurses, *Occupational Surveys, Pharmacists, Physicians, Professional Education, Psychologists, Specialization, State Surveys, Veterinarians

Identifiers—*Missouri

A sourcebook for 13 licensed health professions in Missouri is presented for 1980 and 1981. A brief overview of each profession is provided, along with statistical data concerning activity status, personal characteristics, practice characteristics, and place of professional education. The following professions are covered: chiropractors, dental hygienists, dentists, doctors of medicine and osteopathy, registered nurses, licensed practical nurses, optometrists, pharmacists, physical therapists, podiatrists, veterinarians, and psychologists. Information is provided for each profession on the following: activity status (full-time, part-time), arranged by region, county and health service area; age; race; sex; specialty; primary setting of employment; primary form of employment; and place of professional education. (SW)

ED 242 257 HE 017 122

A Report to the President & Congress on the Status of Health Professions Personnel in the United States.

Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Report No.—HRA-80-53

Pub Date—10 Apr 80

Note—189p.; For the first in this series, see ED 164 867, HE 017 123-124, and HE 017 126-133.

Pub Type—Reports - Evaluative (142) — Numeri-

cal/Quantitative Data (110)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Allied Health Occupations Education, College Programs, Dentists, *Employment Projections, Federal Aid, Federal Government, *Health Personnel, Health Services, Higher Education, Information Systems, *Labor Supply, Medical Education, Nursing Education, Physicians, Professional Education, Student Costs

Second in a series, this report presents recent trends in the supply and characteristics of health professionals, developments in health professions education, and projected requirements for health professions personnel are reported. In addition to data on the supply of health personnel and population growth, information is provided on the activities of health professionals, kinds of practice they pursue, and their practice settings. Attention is also directed to the role of foreign medical graduates in health care and the potential reduction in their role under present legislation, and the representation of women and minorities in the health professions. Additional topics include: accessibility to professional services, geographic distribution of health professionals, increasing specialization among health care practitioners, and health professions personnel shortage areas. Developments in health professions education are covered, including: enrollment patterns, trends in student characteristics, the establishment of new schools and programs, and students' financing of their education. In addition, efforts of the Bureau of Health Manpower and the National Center for Health Statistics to provide information and comprehensive data on health personnel are addressed. Finally, estimated requirements for physicians and other health personnel are presented. (SW)

ED 242 258 HE 017 123

Ake, James N. Johnson, Donald W.

Supply and Characteristics of Selected Health Personnel.

Health Resources Administration (DHHS/PHS), Hyattsville, MD. Div. of Health Professions Analysis.

Report No.—HRA-81-20

Pub Date—Jun 81

Note—79p.; For related documents, see HE 017 124 and HE 017 126-133.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Dentists, *Employment Projections, Employment Statistics, *Geographic Distribution, *Health Personnel, Health Services, Higher Education, *Labor Supply, Nurses, Occupational Surveys, Optometrists, Pharmacists, Physicians, Professional Personnel, Veterinarians

Detailed statistics on trends in the U.S. supply and geographic distribution of personnel in eight health occupations, along with current data on selected professional characteristics, are presented. Statistical tables include combined data for the eight occupations, and groups of tables for the individual health occupations: physicians (both M.D.'s and Doctor of Osteopathy), dentists, optometrists, pharmacists, podiatrists, veterinarians, and registered nurses. The multiple occupation tables provide national trend and current figures for personnel supply and ratio to population, and certain data on percent distribution by state. In addition, related ratio and percent distribution data are presented by metropolitan areas and non-metropolitan counties. The age distribution of personnel in the eight occupations is also covered. Data are included on national trends in active personnel supply during 1950-1980, together with personnel-to-population ratios. Also provided for all eight occupations is the geographic distribution of active personnel, and their ratio to population, by region, division, and state, as of 1970, 1975, and 1980. Additional considerations include foreign medical graduates, practice characteristics by specialty, active nonfederal M.D.'s, and health occupation shortage areas. (SW)

ED 242 259 HE 017 124

Winslow, John E.

Minorities & Women in the Health Fields, 1982 Edition.

Health Resources Administration (DHHS/PHS), Hyattsville, MD. Div. of Health Professions Analysis.

Report No.—DHFA-7-82

Pub Date—Oct 81

Note—127p.; Updates 1978 DHEW publication (ED 179 775). For related documents, see HE 017

123 and HE 017 126-133.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Allied Health Occupations Education, Comparative Analysis, Dentists, *Employment Patterns, Employment Statistics, *Enrollment Trends, *Females, *Health Personnel, Higher Education, *Minority Groups, Nurses, Occupational Surveys, Optometrists, Pharmacists, Physicians, Professional Education, Racial Distribution, Sex Differences, Veterinarians

Historical and current U.S. data are presented on women and minorities both working in health fields and preparing for these fields as students. The 96 statistical tables with accompanying text concern trends in the education and employment of minorities (Part I) and men and women (Part II) for the following health occupations: physicians, dentists, optometrists, pharmacists, podiatrists, veterinarians, nurses, public health personnel, and selected allied health personnel. Tables include the following: enrollments in the various health education programs, graduation rates, comparison of minority women first-year enrollment and total enrollments by discipline, graduates by individual school and racial/ethnic category, salaried faculty for each discipline by racial/ethnic category and sex, applications to health professions schools by sex, enrollment and graduation rates by sex, and number of active federal and civilian practitioners in each discipline by sex. (SW)

ED 242 260

HE 017 125

McAlvey, Warren

A Guide to the Repayment of Multiple National Direct Student Loans.

Office of Student Financial Assistance (ED), Washington, DC.

Pub Date—Feb 84

Note—246p.

Available from—Office of Student Financial Assistance, Student Financial Assistance Training Program, 1776 Massachusetts Avenue, N.W., Suite 100, Washington, DC 20036.

Pub Type—Guides - Non-Classroom (055) — Numerical/Quantitative Data (110) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—College Administration, College Students, Comparative Analysis, *Federal Aid, Federal Legislation, *Federal Regulation, Higher Education, *Loan Repayment, *Student Loan Programs

Identifiers—National Defense Student Loan Program, *National Direct Student Loan Program

A guide for college administrators who are responsible for loan collection in the repayment of National Direct Student Loans (NDSL) is presented. Attention is focused on the difficulties created by loans with different terms and conditions. Repayment terms are discussed, and formulas are presented that are necessary to calculate the number and amount of payments and dollar cost of the loan to the student. After tracing the legislative history of the NDSL program as it relates to repayment, the minimum repayment requirements are reviewed. Regulations pertaining to National Defense Student Loans and NDSL are explained, and the text of the relevant NDSL regulations are appended. Descriptions are included on how to establish the length of the repayment period and the payment size as well as how to compute the required disclosure information. Both 10-year repayment periods and less than 10-year repayment periods are discussed. Billing procedures are also covered. Through the use of tables, an administrator will be able to calculate the following quickly: the number of payments required; the amount of interest to be paid; and the size of each payment necessary to retire all loans in the minimum time allowed. (SW)

ED 242 261

HE 017 126

Diffusion and the Changing Geographic Distribution of Primary Care Physicians.

Health Resources Administration (DHHS/PHS), Hyattsville, Md. Bureau of Health Professions.

Report No.—HRR-0904702; HRS-P-OD-84-1

Pub Date—Nov 83

Note—62p.; For related documents, see HE 017 122-124 and HE 017 127-133. Some tables may not reproduce well due to small print.

Pub Type—Information Analyses (070) — Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Employment Projections, *Geographic Distribution, Higher Education, *Labor Supply, *Medical Services, *Physicians, Population Trends, Predictive Measurement, *Primary Health Care

The diffusion and U.S. geographic distribution of primary care physicians are discussed in three papers. The literature on the diffusion issue is reviewed in the first paper. After introducing diffusion concepts, measures, and problems, current evidence for the diffusion of physicians are assessed, and efforts to forecast future needs for physicians in health manpower shortage areas are considered. In the second paper, forecasts are presented of population-to-primary care physicians ratios in U.S. counties over the 1982-1994 period. The forecasts are based on an econometric model developed by the Modeling and Research Branch of the Office of Data Analysis and Management, a federal agency. These forecasts do not provide estimates of physician needs in shortage areas because the majority of shortage areas are not whole counties. Therefore, the third paper went beyond the county-level forecasts to project rates of change in population-to-physician ratios for subcounty shortage areas and to calculate future needs based on the current shortage area designation criteria. Assumptions underlying the forecasts of the econometric model are also identified, with attention to projections of the supply of physicians at the national level and the county level projections of population and income. (SW)

ED 242 262

HE 017 127

Thorne, Robert N. Rudzinski, Karen

Physician Requirements-1990. For Allergy.

Health Resources Administration (DHHS/PHS), Hyattsville, Md. Office of Graduate Medical Education.

Report No.—HRA-82-616

Pub Date—Oct 81

Note—75p.; For related documents, see HE 017 122-124 and HE 017 126-133.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Allergy, Delphi Technique, *Employment Projections, Employment Statistics, *Graduate Medical Education, Higher Education, *Labor Needs, *Needs Assessment, *Physicians, Prediction

Professional requirements for physicians specializing in allergy were estimated to assist policymakers in developing guidelines for graduate medical education. In estimating service requirements for allergy, an allergy Delphi panel reviewed reference and incidence-prevalence and utilization data for 21 conditions that affect the ambulatory care practice of the allergist. After adjusting incidence-prevalence rates, panelists reviewed data on the percentage of persons with each condition requiring health care, and, in particular, the medical services of the allergist. Leading ambulatory problems were identified, and delegated visits by condition were estimated. The final estimates of the allergy Delphi panel implied 2,327 allergists required in 1990, not accounting for the impact of the pediatric allergist. Based on a generic adjusted-needs based model, a final estimate of allergists required for 1990 was between 1,900 and 2,200. Appendices include: lists of members of the Graduate Medical Education National Advisory Committee and members of other technical panels, information on the procedure for calculating internal medicine subspecialty ambulatory requirements, ambulatory care data from the Delphi panel, reference notes, and a bibliography. (SW)

ED 242 263

HE 017 128

Rosenbach, Joan K.

Physician Requirements-1990. For Nephrology.

Health Resources Administration (DHHS/PHS), Hyattsville, Md. Office of Graduate Medical Education.

Report No.—HRA-82-621

Pub Date—Oct 81

Note—149p.; For related documents, see HE 017 122-124 and HE 017 127-133.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Delphi Technique, *Employment Projections, Employment Statistics, *Graduate Medical Education, Higher Education, *Internal Medicine, *Labor Needs, *Needs Assessment, *Physicians, Prediction

Identifiers—Dialysis, *Nephrology

Professional requirements for physicians special-

izing in nephrology were estimated to assist policymakers in developing guidelines for graduate medical education. In estimating service requirements for nephrology, a nephrology Delphi panel reviewed reference and incidence-prevalence and utilization data for 34 conditions that are treated in the office practice of a nephrologist. After adjusting incidence-prevalence rates, panelists reviewed data on the percentage of persons with each condition requiring health care. Leading ambulatory problems were identified, and delegated visits by condition were estimated. Hospital discharge rates from a discharge survey were compared with 1977 and projected 1990 rates, as determined by the nephrology Delphi panel. The final estimates of the Delphi panel implied that approximately 3,900 to 4,200 specialists would be required in 1990. Based on a generic model, a final estimate of nephrologists required for 1990 was between 2,120 to 2,780. Appendices include: lists of members of the Graduate Medical Education National Advisory Committee and members of other technical panels, information on the procedure for calculating internal medicine subspecialty ambulatory requirements, ambulatory care data from the Delphi panel, reference notes, and a bibliography. (SW)

ED 242 264

HE 017 129

Rudzinski, Karen Thorne, Robert N.

Physician Requirements-1990. For Pediatrics.

Health Resources Administration (DHHS/PHS), Hyattsville, Md. Office of Graduate Medical Education.

Report No.—HRA-81-639

Pub Date—May 81

Note—207p.; Ramifications of the Delphi Panel Deliberations. For related documents, see HE 017 122-124 and HE 017 127-133.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Delphi Technique, *Employment Projections, Employment Statistics, *Graduate Medical Education, Higher Education, *Labor Needs, *Needs Assessment, *Pediatrics, *Physicians, Prediction

Professional requirements for physicians specializing in pediatrics were estimated to assist policymakers in developing guidelines for graduate medical education. In estimating service requirements for pediatrics, the pediatrics Delphi panel reviewed reference and incidence-prevalence and utilization data for 230 conditions that affect the ambulatory care practices of the general child health care provider. After adjusting incidence-prevalence rates, panelists reviewed data on the percentage of persons with each condition requiring health care. Leading ambulatory problems were identified, and delegated visits by condition were estimated. Based on the panelists estimates, a total of over 35,000 general pediatricians should be required in 1990 to perform patient care activities. Since some physicians would be primarily engaged in nonpatient care (e.g., teaching, research, and administration), a total of 38,978 pediatricians were estimated to be required in 1990. After factoring in an anticipated supply of nonphysician health care providers, the modeling panel estimated that between 29,000 and 31,500 general pediatricians would be required in 1990. Appendices include: lists of members of the Delphi panels, and estimated prevalence rates and physician shares, including recommendations on ambulatory care service needs for pediatrics. A bibliography is included. (SW)

ED 242 265

HE 017 130

Tracy, Octavious Burchette-Pierce, Cheryl

Physician Requirements-1990. For Cardiology.

Health Resources Administration (DHHS/PHS), Hyattsville, Md. Office of Graduate Medical Education.

Report No.—HRA-82-617

Pub Date—Oct 81

Note—108p.; For related documents, see HE 017 122-124 and HE 017 127-133.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Cardiovascular System, Delphi Technique, *Employment Projections, Employment Statistics, *Graduate Medical Education, Higher Education, *Labor Needs, *Needs Assessment, *Physicians, Prediction

Identifiers—*Cardiology

Professional requirements for physicians specializing in cardiology were estimated to assist policymakers in developing guidelines for graduate medical education. The determination of physician

requirements was based on an adjusted needs rather than a demand or utilization model. For each illness, manpower requirements were modified by the projected 1990 percent of change. In general, the Delphi panel members reduced the incidence/prevalence reference data for those diseases expected to decline as a consequence of more effective preventive strategies and innovative procedures. Hospital discharge rate data were complicated by age differences. The estimated percent of change in admission rates by 1990 was a variable in determining the projected cardiology manpower requirements. Norms of care were developed, and the number of visits associated with different conditions were estimated. In addition, the length of hospitalization for different conditions was predicted. The amount of service produced per year of specialty labor was also assessed. The raw data for the estimation procedures are appended, along with an algorithm for calculating requirements. Lists of panel members and advisory committee members and information on reference data sources are also appended. (SW)

ED 242 266 HE 017 131

Johnson, Donald W. Holz, Frank M.
Educational Statistics for Selected Health Occupations.

Health Resources Administration (DHHS/PHS), Hyattsville, MD. Div. of Health Professions Analysis.

Report No.—DHFA-12-82

Pub Date—Sep 82

Note—78p; For related documents, see HE 017 122-124 and HE 017 127-133.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—*Allied Health Occupations Education, College Applicants, College Graduates, Comparative Analysis, *Dental Schools, *Enrollment Trends, Females, *Health Occupations, Higher Education, *Medical Schools, Minority Groups, Nursing Education, Pharmaceutical Education, Professional Education, Student Costs, Tuition, Veterinary Medicine

Detailed statistics on education are provided for a number of health occupations. Data are given as far back as 1950-1951 for medical and dental schools, while for schools of public health, the data begin in 1975-1976. Complete 1980 data are provided only for dentistry, pharmacy, and veterinary medicine. Statistical tables are included on the current state-by-state number of students and graduates of all health occupations schools and, in addition, by individual school for several health occupations. Trend data are given for the number and proportion of first-year minority and female students of medicine, osteopathy, dentistry, and registered nursing. Such trend data for other occupations are provided for total students because first-year data were not available for all years. Applicant trend data covering the last two decades are given for schools of medicine and dentistry. Trend data on advanced education are given for medical residents through 1978 and for dental residents through 1980. Additional data include: average first-year medical and dental school tuition trends for the last decade; student expenses, income, and debt; and trends in the number of training programs, students, and graduates for certain allied health occupations. In addition to the tables, an introductory section provides highlights of the data. (SW)

ED 242 267 HE 017 132

The Health Professions Requirements Model: Structure and Application.

Health Resources Administration (DHHS/PHS), Hyattsville, MD. Div. of Health Professions Analysis.

Report No.—DHFA-81-15

Pub Date—Sep 81

Note—128p; For related documents, see HE 017 122-124 and HE 017 127-133.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—*Allied Health Occupations, *Employment Patterns, *Health Occupations, Health Services, Higher Education, *Labor Needs, *Models, Population Trends, *Predictive Measurement, Professional Personnel, Use Studies

A major model to forecast requirements for health professionals, which is currently used by the Division of Health Professions Analysis of the U.S. Public Health Service, is described. Specifically, technical documentation is provided for the projections to 1990 that are presented in "A Report to the

President and Congress on the Status of Health Professions Personnel in the United States" (HE 017 122). The model is based on the assumption that recent and current patterns of health services utilization, employment, and productivity will continue into the future. Population is separated into 40 subgroups characterized by the attributes of age, sex, and family income. Twenty categories of health services are covered in the model, and several types of medical office and hospital utilization are developed. Nursing home care, dental care, drugs and laboratory services are included. The services of optometrists and podiatrists are treated both internally and separately from the model. The model examines 28 types of health personnel, and employment in the overall health care industry is related to specific services. Assumptions relating to population, price, and utilization are discussed. The derivation of the health personnel matrix is covered, along with methods/results for allocating specific kinds of care. (SW)

ED 242 268 HE 017 133

The Target Income Hypothesis and Related Issues in Health Manpower Policy.

Health Resources Administration (DHHS/PHS), Bethesda, Md. Bureau of Health Manpower.

Report No.—HRA-80-27

Pub Date—Jan 80

Note—105p; For related documents, see HE 017 122-124 and HE 017 127-133.

Pub Type—Collected Works - General (020) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—*Costs, *Dentists, Economic Factors, Employment Patterns, *Health Services, Higher Education, *Income, *Labor Supply, *Physicians, Public Policy, Theories

The target income hypothesis as applied to health personnel is discussed in seven papers and three commentaries. The hypothesis pertains to the economic behavior of physicians, and it has recently been applied to dentists as well. The issues concern the production/supply of practitioners and the resulting cost for their services. Whether physicians/dentists can induce demand for their services and set income in accordance with a preconceived target has important policy implications. Paper titles and authors are as follows: "Introduction" (Jesse S. Hixson); "An Analysis of Competing Hypotheses of the Demand for and Supply of Physician Services" (James B. Ramsey); "A Formal Model of Target Income Pricing with Supplier-Induced Demand" (Charles S. Roehrig); "The Effect of Provider Supply on Price" (Mark G. Pauly, Mark A. Satterthwaite); "The Aggregate Supply and Demands of Physician and Dental Services" (Jesse S. Hixson, Nina Mocniak); "The Effect of Local Physician Supply on the Treatment of Hypertension in Quebec" (Philip J. Held, Larry M. Manheim); "A Market Model of the Distribution of Dentists" (Gerald L. Musgrave); "Conflicting Theories of the Determination of the Entrepreneur's Income: An Analysis of the Practicing Dentist" (Donald R. House); and discussions by Frank A. Sloan, Zachary Y. Dyckman, and Thomas R. Saving. (SW)

ED 242 269 HE 017 134

Evaluation of Health Manpower Shortage Area Criteria.

Mathematica Policy Research, Princeton, N.J. Spots Agency—Health Resources Administration (DHHS/PHS), Hyattsville, MD. Div. of Health Professions Analysis.

Report No.—HRA-80-20; HRP-0902308

Pub Date—Apr 80

Contract—HRA-232-78-0156

Note—415p.

Pub Type—Reports - Evaluative (142) — Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01/PC17 Plus Postage.

Descriptors—*Employment Projections, *Evaluation Criteria, Federal Legislation, Federal Regulation, *Health Occupations, Higher Education, *Labor Needs, Medical Services, *Needs Assessment, *Public Policy, Use Studies

Identifiers—*Health Manpower Shortage Areas, United States

Criteria used to identify U.S. health manpower shortage areas (HMSAs) are reviewed. A detailed exposition is provided of the Interim-Final Regulations for designating HMSA. Literature directly related to the concepts used in the current HMSA designation criteria is also reviewed. These criteria are access, availability, need, and rational service

areas. Written comments that were submitted to the Bureau of Health Manpower in response to the publication of the criteria are also addressed, and the feasibility of introducing the recommended changes is assessed. An independent analysis of the appropriateness of the criteria for identifying geographic HMSAs in an urban setting is included; the analysis is based on a database derived from the Canadian experience with universal health insurance. Attention is focused on mean utilization rates by small area, comparative utilization rates for beneficiaries living in designated HMSAs and beneficiaries living in non-HMSAs, and five measures of medical services utilization. The HMSA criteria are also assessed in light of the policy objectives that the criteria were developed to serve. Suggestions for revising the criteria for publication as final regulations are included. The text of legislation and regulations pertaining to the criteria is provided, along with comments on the regulations, and a bibliography. (SW)

ED 242 270 HE 017 135

Greenwald, Howard P. And Others
An Analysis of the Content of Specialty Practices and Their Service Capacities.

Battelle Human Affairs Research Centers, Seattle, WA.

Spots Agency—Health Resources Administration (DHHS/PHS), Hyattsville Md. Office of Graduate Medical Education.

Report No.—HRA-81-650; HRP-0903225; HRP-0903480

Pub Date—Mar 81

Contract—HRA-232-79-0088

Note—439p; Prepared at the Health and Population Center.

Pub Type—Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price—MF01/PC18 Plus Postage.

Descriptors—*Geographic Distribution, Higher Education, *Labor Supply, *Medical Services, *Needs Assessment, *Physicians, *Specialization

The activities of six physician specialties that care for patients with highly similar problems were compared. Factors that influence the doctor's tendency to treat more patients and to work more hours were also assessed, along with impacts of geographic factors on service delivery. Data were obtained from the Medical Activities and Manpower Projects of the University of Southern California, and the U.S. Bureau of Health Professions' Areas Resource File of secondary data related to medical practice. The following specialties were analyzed: family practitioners, internists, cardiologists, pediatricians, orthopedic surgeons, and emergency physicians. A case-mix index was created to measure the degree to which physicians concentrated on cases typical of the work of their specialties. In addition, a severity-complexity index was formulated to indicate the seriousness of each patient's presenting condition. Inferences based on the findings include the following: raising physicians' fees is not likely to increase the supply of physicians services already in an area; and increasing the use of aides will not allow physicians to see significantly more patients. Appendices include extensive statistical tables of study findings and information on the activities of female and emergency physicians. (SW)

ED 242 271 HE 017 141

Wilson, Robert C. And Others

Using Consultation to Improve Teaching. California Univ., Berkeley. Teaching Innovation and Evaluation Services.

Pub Date—Feb 84

Note—117p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—College Faculty, *College Instruction, *Consultation Programs, *Faculty Development, Higher Education, Inservice Teacher Education, *Instructional Improvement, Questionnaires, *Student Evaluation of Teacher Performance, *Teacher Effectiveness

Identifiers—*University of California Berkeley

Results of a 3-year study of the use of consulting to improve teaching among University of California, Berkeley, faculty are presented. Ideas were obtained from excellent teachers about what they did that led students to rate them high on any of 30 questions about particular facets of their teaching. These ideas were then passed along to other faculty members who had been rated low on the same items by students in one of their classes. Selected ideas were

described to these faculty in a teaching improvement consultation just before the next time they taught the same course. Ideas that interested teachers were discussed in detail. The faculty members made the decision about whether they would use a particular idea in the next offering of the course. At the end of the second offering of the course, ratings by the new group of students were obtained on the same 30-item questionnaire. Ratings before and after the consultation on the items for which 10 or more faculty had been given ideas showed statistically important positive change. Ratings of overall teaching effectiveness were also compared. Appendices include: a student description of teaching questionnaire; a faculty self-description of teaching questionnaire; sample individual teacher description profile, a sample of 26 ideas, and information on the faculty sample. (Author/SW)

ED 242 272

HE 017 142

Musgrave, Gerald L.

Potential Impact of Increased Numbers of Physicians upon Physician Behavior, Access to, and Cost of, Medical Care. Executive Summary. Policy Analysis, Inc., Ann Arbor, MI.
Spons Agency—Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of Medicine.

Pub Date—[84]

Contract—HRA-232-82-0023

Note—28p.; For the Final Report of which this is the summary, see HE 017 143.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Costs, Dental Schools, *Dentists, Economic Factors, Expenditures, Higher Education, Hospitals, *Labor Supply, Medical Schools, *Medical Services, Models, *Physicians, *Prediction

Identifiers—United States

A study that forecast the consequences of the projected growth in the number of practicing U.S. physicians during the 1980s and beyond is summarized. Attention was directed to the potential impact of the increasing supply of physicians on physician behavior, the cost of medical services, and access to services. Econometric modeling and analysis of economic activity within the health sector were undertaken. A four-equation model of the physician and hospital service market and a three-equation model of the dental service market were employed. Subsidiary modules covered: registered nurse graduates, general hospital beds, and annual medical and dental school enrollments. A disequilibrium model of the geographic diffusion of new additions to the stocks of physicians and dentists was also used. Attention is directed to: modeling assumptions, private sector demand, government expenditure functions, supply of physician and hospital services, and equilibrium in hospital and physicians markets. Forecasts are presented regarding: cost of physician and hospital services, total expenditures on hospital and physician services, real private insurance expenditures and government expenditures on physician and hospital services, third party reimbursements, and out-of-pocket expenditures. Findings are summarized. (SW)

ED 242 273

HE 017 143

Musgrave, Gerald L.

Potential Impact of Increased Numbers of Physicians upon Physician Behavior, Access to, and Cost of, Medical Care. Final Report. Policy Analysis, Inc., Ann Arbor, MI.

Spons Agency—Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of Medicine.

Pub Date—[84]

Contract—HRA-232-82-0023

Note—330p.; For the Executive Summary of this report, see HE 017 142.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—*Costs, *Dentists, Economic Factors, Expenditures, Higher Education, Hospitals, *Labor Supply, Medical Schools, *Medical Services, Models, *Physicians, *Prediction

Identifiers—United States

The potential impact of the increasing supply of physicians on physician behavior, the cost of medical services, and access to services is addressed in detail in this final research report. Econometric modeling and analyses of economic activity within the health sector were undertaken. An eight equation model of the hospital and physician sectors was developed, based on supply and demand principles.

Forecasts are presented regarding: cost of physician and hospital services, total expenditures on hospital and physician services, real private insurance expenditures and government expenditures on these services, third party reimbursements, and out-of-pocket expenditures. It is suggested that in response to the increasing numbers of physicians, practicing physicians, hospitals, and third-party payers will compete. Attention is directed to forms of competition, likely approaches to reduce competition, and pricing behavior. The structure of the health care industry and the impact of physician behaviors (economic, political, competitive actions) on access to health care are covered. Concepts pertaining to access to health care are discussed, including allocative and technical efficiency and inflation effect. Finally, market imperfections and market failures are discussed. A bibliography is included and a technical appendix considers overall estimation results. (SW)

ED 242 274

HE 017 146

Lester, Virda K. Brogdon, Richard E.

Reading and Study Skills Programs in Four-Year Traditionally Black Institutions Nationwide.

Pub Date—16 Nov 83

Note—16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 16, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, *Black Colleges, *College Instruction, Developmental Programs, Higher Education, National Surveys, Program Descriptions, Reading Materials, *Reading Programs, Reading Tests, *Remedial Reading, *Study Skills, Teaching Methods

Information on reading and study skills programs in four-year traditionally black institutions was collected. A 20-item questionnaire administered to 66 institutional representatives elicited information concerning: the status of current reading and study skills programs from an organizational viewpoint; the emphasis placed upon student testing and uses made of test results; the techniques used for teaching reading and study skills; the materials and equipment that are used in these programs; and the chief difficulties experienced in obtaining student participation and campuswide faculty cooperation. Seven programs were selected for in-depth study: individual profiles were developed from the survey responses and from interviews. Findings include the following: although a few reading and study skills programs in the traditionally black institutions were started before 1970, the majority began between 1970 and 1983; provisions were usually made for students to acquire basic and developmental reading skills; the design of reading and study skills programs were most often the responsibility of English departments; in contrast, the departments of basic/developmental studies have conducted their own programs; and instructional features appear to be similar among institutional reading and study skills programs. (SW)

ED 242 275

HE 017 147

Washton, Nathan S.

College Faculty Development for Teacher Effectiveness in Professional Schools of Health Sciences.

Pub Date—Apr 83

Note—16p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Rockport, ME, April 27-29, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Biological Sciences, Classroom Observation Techniques, *Consultation Programs, *Faculty Development, Higher Education, Inservice Teacher Education, *Instructional Improvement, Self Evaluation (Individuals), Student Evaluation of Teacher Performance, *Teacher Effectiveness, *Teacher Workshops

A four-phase staff development program for faculty of health science professional schools is described, and aspects of the teaching/learning process are considered. The first phase dealt with intensive, all-day educational workshops for faculty in the basic and applied health sciences. Topics such as instructional planning, strategies of teaching and learning, educational research findings, test construction, and evaluation were major areas of discussion. In the second phase, faculty teaching was observed by the educational consultant, and confi-

dential, individual conferences were made an option. The third phase included the writing of criteria for self-evaluation and the use of a questionnaire for students to evaluate instruction. Finally, the fourth phase was a summative evaluation program that integrated the results of the workshops, observations, conferences, self-evaluations, and current educational research. The aim was to develop a model for promoting teacher effectiveness, especially in the health sciences. A checklist for faculty self-evaluation is presented, which covers instructional planning, classroom instruction, and instructional evaluation. Some perspectives on lecturing in health sciences courses, listening, and critical thinking skills are provided. (Author/SW)

ED 242 276

HE 017 151

Daniels, Roberta R.

Fostering Creative Behavior among University Women.

Pub Date—[84]

Note—23p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Art Expression, *College Freshmen, *College Seniors, Comparative Analysis, *Creative Activities, *Creativity, *Females, Higher Education, Individualism, Self Expression, Student Development

Creative production of women as measured by their performance on six criterion task activities was studied with university women. The Something About Myself (SAM) inventory (Khatena & Torrance) was utilized as a pre- and post-test instrument to assess the perceived level of creativity. The self-report inventory resulted in a total creative perception index for each individual, reflecting a composite of six factor scores: environmental sensitivity, initiative, self-strength, intellectuality, individuality, and artistry. Both experimental and control groups participated in six criterion task activities. The experimental group had two creative perception training sessions, and 20 individual training activities designed to stimulate inquiry, flexibility, fluency, and other creative abilities. Results appeared to indicate that freshmen need exposure to more abstract concepts and experiences. The senior women were more responsible for bringing about changes in procedures or organizations, and took more initiative in music and drama. The 20 creative training activities were found to stimulate creativity. Senior women scored higher on the individuality factor than did freshmen, while the experimental group also scored higher than did the control group. Additional findings are discussed. (SW)

ED 242 277

HE 017 152

Matross, Ron Hannaford, Kathy

The Fall 1983 University Poll: Student Services and Fees.

Minnesota Univ., Minneapolis. Office for Student Affairs.

Pub Date—3 Feb 84

Note—28p.

Journal Cit—CSA Research Bulletin; v24 n1 Feb 3 1984

Pub Type—Collected Works - Serials (022) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Ancillary School Services, *College Students, Counseling Services, *Extracurricular Activities, *Fees, Higher Education, Institutional Research, *Participant Satisfaction, Questionnaires, School Health Services, School Recreational Programs, School Surveys, State Universities, *Student Attitudes, Student Organizations, Student Unions, Use Studies

Identifiers—University of Minnesota Minneapolis
Attitudes of University of Minnesota students toward student services and the fees for these services were surveyed in Fall 1983. A total of 476 students at the Twin Cities campus were interviewed by telephone. A majority of respondents were willing to pay in order to maintain current levels of service. A majority preferred a fee system with a lower mandatory fee and more user fees over the current larger mandatory fee. Forty-two percent said that they were doing all right with their expenses. Students assigned the highest priority for fee funding to services that help students with problems at the university (66 percent). High priority was also assigned to the student health service (58 percent) and student unions (54 percent). Increased support was expressed for new recreational sports facilities. Additionally, students were asked how much they

agreed or disagreed with a series of positive statements about advising, registration, student activities, and fee payment. In general, students had a positive view of these basic services. Student satisfaction with the Minnesota Public Interest Research Group and opinions on how the organization should be funded were also assessed. Comparisons to previous year survey responses are included. A questionnaire is appended. (SW)

ED 242 278 HE 017 153

Matross, Ron And Others

Campus Commuters: A Survey of the Service Needs of Commuter Students at the University of Minnesota.

Minnesota Univ., Minneapolis. Office for Student Affairs.

Pub Date—1 Apr 84

Note—25p; Best copy available.

Journal Cit—OSA Research Bulletin; v24 n1 Apr 4 1984

Pub Type—Collected Works - Serials (022) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, *Commuting Students, Extracurricular Activities, Higher Education, Housing, Institutional Research, Questionnaires, School Surveys, State Universities, *Student Attitudes, *Student College Relationship, *Student Transportation, Urban Universities, *Use Studies

Identifiers—*University of Minnesota Minneapolis
Service-related needs and behaviors of University of Minnesota-Twin Cities students were surveyed in 1981. Based on responses of 2,112 students in selected classes, it was found that 81 percent of the respondents were commuters. Approximately 32 percent said they were not at all involved in campus life, while about 47 percent were only slightly involved. Most commuters lived on their own in a rented apartment/room/house (46.7 percent) or in their own home (11 percent), while 39 percent lived with their parents. Additional findings include the following: about a fifth of the students had used the off-campus housing services; the most frequent means of commuting to campus was by car, either alone (33.6 percent) or in a car pool (11.3 percent); 29 percent usually commuted by bus; two-thirds of those who drove were dissatisfied with the availability of on-campus parking; most students did not know whether campus security and lighting were adequate; and the majority said they used university vending machines and restaurants/cafeterias. A questionnaire is appended. (SW)

ED 242 279 HE 017 154

Matross, Ron Roesler, Jon

Transferring to the University of Minnesota: A Survey of Admitted CLA Transfer Students.

Minnesota Univ., Minneapolis. Office for Student Affairs.

Pub Date—4 Apr 83

Note—52p.

Journal Cit—OSA Research Bulletin; v23 n2 Apr 4 83

Pub Type—Collected Works - Serials (022) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*College Choice, *College Transfer Students, Comparative Analysis, Decision Making, *Enrollment Influences, Higher Education, Information Sources, Institutional Research, Liberal Arts, Questionnaires, State Universities, *Student Attitudes, Student Characteristics

Identifiers—*University of Minnesota Minneapolis
Attitudes about the University of Minnesota and characteristics of 384 students who applied to transfer to the College of Liberal Arts (CLA) were studied. It was found that 285 of the respondents enrolled in CLA for fall 1982, and 57 did not. When asked their reasons for enrolling or not enrolling, respondents most often cited the availability of a particular program of study, as well as costs and the location of the school. Respondents were also asked to rate CLA on 16 characteristics in comparison with other universities they knew about. Both enrollees and nonenrollees gave the university above average marks on 14 of the 16 characteristics. The two that were given below average ratings were availability of financial aid and housing. Highest ratings were given to academic reputation and course availability and variety. Factor analysis suggested that the most important factor in determining ratings of the college was a campus environment factor

(location, housing, social climate, student population). Students were asked whether various information sources had a positive or negative influence on their desire to attend the university. Results suggest a two-stage model of how potential transfer students decide about attending the university. Based on the research, seven recommendations for the college were offered. The questionnaire is appended. (SW)

ED 242 280 HE 017 155

Matross, Ron Roesler, Jon

U of M Civil Service Wellness Survey: Finding Out Employees' Health and Wellness Needs. A Report of Key Findings.

Minnesota Univ., Minneapolis.

Pub Date—29 Sep 82

Note—11p; Prepared for the Civil Service Wellness Committee.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Employee Attitudes, Fringe Benefits, *Health, Health Programs, Higher Education, Nutrition, *Physical Activities, *School Personnel, *State Universities, *Stress Variables
Identifiers—*University of Minnesota Minneapolis, Wellness

Key findings from a wellness survey conducted with University of Minnesota civil service employees are discussed. The survey was designed to provide information to guide future campus health and wellness programming. Four topics were covered: physical fitness/exercise, nutrition, self-improvement/psychological health, and general health/preventive care. On each of these topics, employees were asked about their current behavior, their awareness and usage of current programs, and their interest in future programs. A total of 362 responses were obtained from a random sample of 452 employees. The respondents split nearly evenly on a question about their general orientation toward wellness activities: 47 percent actively worked at seeking good health, while 53 percent took good health for granted and hoped they would remain healthy. Additional findings include the following: 46 percent exercised regularly, while 54 percent exercised occasionally or only on weekends; 57 percent experienced a great deal or quite a bit of stress on the job; 69 percent favored giving employees a half hour a day for exercise, while 77 percent approved giving employees "wellness days," or time off from work if they did not use sick leave; and most respondents were unaware of several wellness programs available to them on campus. (SW)

ED 242 281 HE 017 156

Matross, Ron Roesler, Jon

Generic Survey Procedures.

Pub Date—Oct 83

Note—82p; Paper presented at the Forum of the Association for Institutional Research of the Upper Midwest (Rochester, MN, October 6-7, 1983).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Cost Estimates, *Data Analysis, Data Collection, Guidelines, Higher Education, *Institutional Research, Material Development, *Questionnaires, *Records (Forms), *Research Design, Research Methodology, Research Reports, Statistical Analysis, *Surveys

Hints on conducting surveys appropriate for university use are outlined, and sample checklists and forms are provided. The following research elements concerning generic surveys are covered: sequences of events for surveys conducted by mail (15 weeks) and telephone (11 weeks); algorithms for estimating materials costs and quantities; a catalog of stock demographic items for surveys; a file of stock Likert rating scale formats; stock letters and followups for mailed surveys; standardized procedures for tracking returns and addresses; standardized sequence of data analyses; standardized report format; worksheet for writing the report; and sample report paragraphs. The major steps in survey research are identified as follows: research design; procedure development; cost estimation; questionnaire development; data collection; coding, editing, and keypunching; data analysis, and report writing. A mailed survey returns tracking flowchart is provided, and response rate considerations are identified. In addition to sample letters/followup notes, cartoon enclosures are included. After identifying questionnaire design principles, examples of instruments and a checklist on questionnaire wording are

presented. Finally, information/examples on report formats are provided, along with a bibliography. (SW)

IR

ED 242 282 IR 010 970

Roderer, Nancy K. Goshen, Carolyn J.

An Evaluation of the Indiana Network of Cooperative Services: Final Report.

King Research, Inc., Rockville, Md.

Spons Agency—Indiana State Library, Indianapolis.

Pub Date—31 Oct 83

Note—104p.

Pub Type—Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Cooperative Planning, Guidelines, *Information Services, *Library Cooperation, *Library Networks, *Program Effectiveness, Program Evaluation, Shared Services, *State Programs, *Systems Analysis

Identifiers—*Indiana, Resource Sharing

Based on analysis of the current system and comparison with existing and possible alternatives, this report evaluates the effectiveness of the Indiana library cooperative network, a de facto network based on the activities of individual libraries, Area Library Services Authorities (ALSAs), the Indiana Cooperative Library Services Authority (INCOLSA), the Indiana Library Film Service (ILFS), the Indiana State Library, and library associations in Indiana. The first chapter outlines the study background and methodology while Chapter 2 describes the various network components. As a basis for comparison, the third chapter provides background information on network activities and structure in Illinois, Missouri, and New York. In Chapter 4, current and potential network functions are analyzed and alternatives, particularly structural ones, are reviewed. Functions analyzed include interlibrary lending and reference services, cataloging, online information retrieval, circulation, collection development, consulting, education and training, communication and coordination, and planning. The final chapter outlines recommendations for improving the effectiveness of the network components. Appendices present the request for proposal for this study, extracts from Indiana state legislation related to library/information networks, names and addresses of persons involved in the Indiana library network, and a 17-item bibliography. (ESR)

ED 242 283 IR 010 978

Carey, John Moss, Mitchell

A Review of Telecommunications Technologies and

Public Broadcasting.

Corporation for Public Broadcasting, Washington, D.C.

Report No.—ISBN-0-89776-089-1

Pub Date—Jan 84

Note—88p.

Available from—Corporate Communications, Corporation for Public Broadcasting, 1111 16th Street NW, Washington, DC 20036 (\$5.00 per copy).

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Cable Television, Marketing, Microcomputers, *Prediction, *Programming (Broadcast), *Public Television, Technological Advancement, *Technology Transfer, Teleconferencing, Videodisc Recordings, Videotape Cassettes, Videotape Recordings, Videotext

Identifiers—*Interactive Video, Video Games

Intended to help public broadcasters make informed decisions on the use of the new technologies to enhance their services and programming, this report outlines the relative strengths and weaknesses of new applications, describes selected options that may be available to public broadcasting, and provides cost and market projections to enable broadcasters to make reasonable assessments of how the markets for new technology are developing and services that public broadcasting can provide. Capabilities of the new technologies are explained, as well as how these characteristics relate to user needs and public broadcasting's mandate. A historical perspective on the development of new communications technologies is followed by descriptions of 14 technologies that may be available to public broadcast-

ing. These technologies are analyzed in terms of their market development and potential applications: teletext, videotext, specialized cable, interactive cable, videocassettes, teleconferencing, microcomputers, high definition television (HDTV), low-power television (LPTV), subscription television (STV), multipoint distribution services (MDS), digital audio, subsidiary communications authorization (SCA), and direct broadcast satellites (DBS). Thirty-four tables display data on market growth and a 10-item bibliography is provided. (LMM)

ED 242 284 IR 010 993

Willen, Birgitta
Distance Education in Swedish Universities.
Pub Date—83
Note—13p.; For related document, see IR 010 991.
Journal Cit—Distance Education; v4 n2 p211-222 1983

Pub Type—Reports - Evaluative (142) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Students, Course Organization, *Delivery Systems, *Distance Education, Foreign Countries, Higher Education, *Models, *Program Evaluation, Teaching Methods, *Universities

Identifiers—*Sweden

Varied aspects of Swedish Distance Education are described in this report, which is based primarily on an evaluation that analyzed student background, study problems, student use of and attitudes towards distance aids, study results, and the psychological consequences of distance education. Emphasis is on an investigation of distance education students who began their studies in the academic year 1974-1975 and on a follow-up study in spring 1979, though some additional studies are discussed. The components of the evaluation program are outlined, and a short history examines how distance education functions at Swedish universities. Some of the main results of the evaluation are listed, together with course completion rates and the results of a study of 120 distance education teachers. Main conclusions are then discussed, including the overall conclusion that the decentralized Swedish model for distance education seems to have functioned very well. Nineteen references are listed. (LMM)

ED 242 285 IR 010 994

McGuire, George
CAI: Program and Programming Techniques That Utilize the Microcomputer as an Interactive Audio-Visual Device.

Pub Date—[Oct 83]
Note—8p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, *Computer Graphics, Computer Simulation, *Courseware, Diagrams, *Display Aids, Display Systems, Higher Education, Mathematics Education, *Microcomputers, *Programming, Science Education, Teaching Methods

Identifiers—*Electronic Blackboards, Interactive Systems

Advantages of using the microcomputer as an interactive electronic blackboard are discussed, and programs and programming techniques are described to illustrate the construction, design, storage, and modification of colorful and animated graphic displays. The methods described are based on use of an Atari 800 microcomputer but could be used on other systems. Suggestions are made for the use of display lists, short programs dedicated to the video display, which specify where to find screen data and which mode and what special display options, if any, are to be used. Another technique explained is page flipping, a process which permits a number of different screens or pages to be drawn by a single computer program. The program is able to store the display list instruction set for each of the previous screens and rapidly recall them if desired. Descriptions of programs that use these methods include a summary of the main features of 11 specific programs developed by the author. Examples are given of programs for physics simulations, graphing and plotting, numerical problem solving, and the production, saving, and modification of diagrams. Sample uses are explained to show how the program might be employed by an instructor. A summary and four references are included. (LMM)

ED 242 286 IR 010 995

Adams, Dennis M.
Computer Based Technology and the Language/Liberal Arts: Stepping into the Electronic Universe.

Pub Date—[83]
Note—32p.; Paper presented at EdCompCon '83 Conference (San Jose, CA, October 18-20, 1983).

Pub Type—Guides - Classroom - Teacher (052) — Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Oriented Programs, Computer Software, *Liberal Arts, Programming, Reading Instruction, *Reading Skills, *Technological Advancement, Telecommunications, Writing Instruction, Writing Processes, *Writing Skills

Identifiers—*Computer Uses in Education

The need for the liberal arts curriculum to incorporate new technology in order for education to reach its potential is examined in this paper, which also looks at the potential for computer-based telecommunications to extend continued education for professionals. A survey of applications of computer-based telecommunications in reading and writing instruction covers issues related to use of a word processor, courseware and software problems, and computer programs as a model for children's writing. Computer programming is discussed in terms of its relationship to reading and writing skills, including mastering rules of syntax, mastering a sight vocabulary, enhancing visual discrimination, learning to respond to semantic cues, and comprehension. Suggestions are given for the following 12 activities for students: a scrapbook on computers, a computer writing and book activity, an assignment for role-play as a newspaper reporter, a time line, a computer dictionary, creative drama-acting out robotics and programming, a walking field trip, a junk sculpture project, doing art on the computer, collecting computer related want ads, protecting people from computers, considering how technology helps or hurts, and examining mistakes of past predictions to better look into the future for new technology. (LMM)

ED 242 287 IR 010 996

Barker, Philip G.
Computer Control of a Random Access Slide Projector.

Pub Date—82
Note—12p.

Journal Cit—Microprocessing and Microprogramming; v10 p261-271 1982

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, Display Aids, *Display Systems, Information Processing, Input Output Devices, *Microcomputers, *Programming, *Projection Equipment, *Slides

Identifiers—*Automatic Control Systems, Random Access

A description of a simple interface to enable the interconnection of a random access slide projector and a microcomputer is provided, as well as summaries of the role of slide images as a means of implementing graphic communication and the new activity in graphics as an area of information processing. The microcomputer interface is then detailed, including limitations of the technique and suggestions for improvement. An analysis of applications of the interface focuses on multimedia computer assisted instruction systems, implementing automatic slide display systems, and implementing graphic interfaces to information systems. Figures illustrate the computer controlled slide projector, the function of a manual slide selector, design of the interface, switching element circuit details, and memory mapped random access slide projectors. Tables show an example of an interface control program written in BASIC and present a program for automatic slide projection. Fifteen references are listed. (LMM)

ED 242 288 IR 010 997

Lathrop, Ann Goodson, Bobby
Courseware in the Classroom: Selecting, Organizing, and Using Educational Software.

Report No.—ISBN-0-20007-4
Pub Date—83

Note—195p.
Available from—Addison-Wesley Publishing Co., Jacob Way, Reading, MA 01867.

Pub Type—Books (010) — Information Analyses (070) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Computer Assisted Instruction, Com-

puter Simulation, Course Objectives, *Courseware, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, Information Sources, Instructional Materials, *Library Technical Processes, *Microcomputers, Policy Formation

Identifiers—Computer Selection, *Computer Uses in Education, Software Evaluation, Software Reviews

This book provides recommendations and guidelines for computer program selection and suggestions for using computers in varied ways and multiple subject areas. A discussion of classroom computer applications and curriculum objectives emphasizes integration of the computer and appropriate courseware into all curriculum areas. Various types of classroom courseware are described, including programs for reinforcement and remediation, tutorials, simulations and demonstrations; approaches to problem solving; program development aids; and tools for teachers. Selected titles are reviewed to illustrate the best qualities for each category. The courseware reviewed is for four systems: Apple, Atari, Commodore PET, and TRS-80. Courseware evaluation topics include the search for good courseware, evaluation criteria, evaluation instruments, and the evaluation process. Three sample evaluations are included. Guidelines for organizing and maintaining a courseware library are presented, and a policies and procedures manual suggests organizational patterns adaptable to local needs. A directory of the courseware highlighted in the book includes a description of each entry, its documentation, suggested subject area, and publisher. Appendices include copyright regulations, evaluation guidelines, sources of software reviews, courseware directory publishers, and policies and procedures for selection of instructional materials. (LMM)

ED 242 289 IR 010 998

Distance Learning and Adult Students. A Review of Recent Developments in the Public Education Sector.

Advisory Council for Adult and Continuing Education, Leicester (England).

Report No.—ISBN-0-906436-22-2
Pub Date—[Apr 83]

Note—80p.

Pub Type—Information Analyses (070) — Reports - Descriptive (141) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adult Students, *Continuing Education, *Correspondence Study, Delivery Systems, *Distance Education, Foreign Countries, *Home Study, Independent Study, Models, Nontraditional Education, Questionnaires, Surveys, Teaching Methods

Identifiers—*United Kingdom

This descriptive state-of-the-art report presents a survey of recent distance learning developments in Britain, mainly by local colleges in the public education sector, and discusses the motivation and experience of adult learners. Distance learning in general is examined, and current models of provision and the audiences served by these programs are discussed for three broad categories: (1) Flexistudy, which combines college-based individual and group tutorials with individual correspondence course work; (2) directed private study, which combines work at home on correspondence course style materials with tutoring at local colleges; and (3) individualized home study, in which students arrange a program based on a mixture of currently available distance teaching materials, specially-prepared assignments, directed reading, and exercises. Distance learners and the experience of distance learning are discussed, and findings are reported from a survey of 69 students in two distance learning schemes. A final chapter considers the future development of distance learning for adults and summarizes main findings of preceding chapters. A 30-item reference list is provided, and appendices include a 7-item bibliography of open university research on distance learners, contributors to the report, and the Flexi-Study student profile questionnaire. (LMM)

ED 242 290 IR 010 999

Lancaster, F. W.
Guidelines for the Evaluation of Training Courses, Workshops and Seminars. Second Edition.

United Nations Educational, Scientific and Cultural Organization, Paris (France). Bureau of Studies and Programming.

Report No.—BEP-83/WS/3

Pub Date—Sep 83

Note—139p; For the 1975 edition, see ED 216 689.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Cost Effectiveness, Course Evaluation, *Data Collection, *Evaluation Methods, Formative Evaluation, Guidelines, *Professional Continuing Education, *Program Effectiveness, *Program Evaluation, Questionnaires, Reliability, Seminars, Summative Evaluation, Workshops

Identifiers—*Evaluation Reports, UNESCO

This extensive revision of a 1975 publication, "Guidelines for the Evaluation of Training Courses, Workshops, and Seminars in Scientific and Technical Information and Documentation," suggests possible approaches to the evaluation of the type of training sessions that might be organized or promoted by Unesco. Guidelines relate to what data to collect and how, in general, they may be collected; the focus is on adult education and, in particular, on the continuing professional education of adults and on evaluation of program effectiveness, though some attention is given to cost effectiveness or cost benefit aspects. The introduction provides definitions and discusses levels of evaluation, approaches to evaluation, and evaluation data. Additional chapters examine reaction (student reaction, independent observers, and reaction of instructors), and evaluation of learning, behavioral change, program results, specific educational activities, and cost effectiveness. In addition, suggestions are offered for designing evaluation instruments and reporting, reliability and related concerns are addressed, and conclusions provide additional comments on evaluation objectives and methods. A 76-item reference list is included and examples of data collection instruments and evaluation reports are appended. (LMM)

ED 242 291

IR 011 000

Ragdale, Ronald G.

Integrating Computers into the Curriculum.

Pub Date—Oct 83

Note—11p; Paper presented at the Canadian Symposium on Instructional Technology (4th, Winnipeg, Canada, October 19-21, 1983).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, *Computer Oriented Programs, Curriculum Development, Electronic Equipment, *Instructional Development, *Management Systems, *Program Development, *Program Implementation, Programming Languages, Student Needs, Teacher Characteristics

Identifiers—*Computer Uses in Education

Two problems must be solved before an integrated curriculum, incorporating learning with, from, and about computers can be implemented. The first is the necessity for a design of how the program will function when it has been fully implemented, with all equipment and other associated materials and procedures. The second is a strategy for proceeding to this ultimate objective, from the current unorganized activity, in an effective manner. Although much has been written about the solution to the first problem, there is an immediate need for a solution to the second, which appears to be more difficult. In designing an implementation strategy, at least eight interacting dimensions should be considered, many of which will change over time. These include the use of integrated language systems, such as LOGO or Smalltalk, and emphasis on tool uses of computers, the allocation of activities to grade levels, the allocation of activities to subject matter areas, the level of equipment availability, teacher characteristics, classroom management questions, and special student needs. Thirty-eight references are listed. (LMM)

ED 242 292

IR 011 001

Yuraw, Jane H., Ed.

Issues in International Telecommunications Policy: A Sourcebook.

George Washington Univ., Washington, DC. Center for Telecommunications Studies.

Report No.—ISBN-0-9612072-0-5

Pub Date—83

Note—282p.

Available from—George Washington University, Center for Telecommunications Studies, Washington, DC 20052 (\$49.95 per copy + \$2.00 post-

age and handling; ten or more, \$35.00 per copy).

Pub Type—Guides - General (050) — Reference

Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Court Litigation, *Federal Government, Federal Legislation, Federal Regulation, Foreign Countries, Government (Administrative Body), *International Organizations, *International Programs, *Policy Formation, *Telecommunications, Treaties

Identifiers—*International Telecommunication Union

Designed to provide the legal practitioner with the basic tools to understand the international telecommunications field, this document was originally prepared in connection with the 1983 Conference on International Telecommunications. An introductory chapter focuses on where policy is made and lists international organizations involved with telecommunications policy; United States Government Executive Branch Agencies, their functions, and staff; and relevant congressional committees and their key members, staff, and current interest in international telecommunications. Other pertinent legislative branch organizations are also described. Separate chapters then cover the International Telecommunication Union, regulatory environment, transborder data flow, telecommunications and trade policy, and intellectual property. For each topic, an introductory essay describing important developments and major concerns is followed by selected materials which include United States laws, regulations, and proposed legislation; judicial and administrative decisions; treaties and agreements; a description of the ongoing activities of key international organizations; a description of the Executive Branch Interagency and Public Advisory Committees; a selected bibliography; and additional information. A glossary and conclusions are provided. (LMM)

ED 242 293

IR 011 002

Grossmann, Jorg. Mayer, Beat

Medien + Erziehung: Grundlagen, Ziele, Thesen (Media and Education: Foundations, Objectives, Philosophy).

Amt fuer Unterrichtsforschung und -planung der Erziehungsdirektion des Kantons, Bern (Switzerland); Mediendidaktische Arbeits und Informationsstelle, Bern (Switzerland).

Pub Date—Jan 83

Note—22p.

Language—German

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Media, Foreign Countries, Information Science, Mass Media, Media Selection, Teaching Methods, *Technological Advancement

Identifiers—*Media Education, Switzerland

Because information technology is now part of our everyday life, the issue is not whether modern media should be used in education, but rather how they should be used to the best advantage. Media education aims at development of a critical but fundamentally positive relation with media and should start from children's everyday life and point at a conscious, responsible utilization of all available media. It should also encourage children to produce media themselves. Mass media should consequently be used to support, not to endanger, human contact and communication. Therefore, media education must help children to understand how mass media work, and what and who stand behind them. Media education should be considered as an important factor of all educational work. Its principal aims are to improve children's ability to communicate, make decisions, and act. Children are as much confronted with modern media as adults. It is the teacher's task to help children classify, complete, and interpret the information with which they are confronted. Teachers should use mass media in teaching, not instead of teaching. This report lists possible themes concerning media education for a variety of subjects including languages, religion, geography, and history. (Author/LMM)

ED 242 294

IR 011 003

Garraway, R. W. T.

Microcomputer Based Computer-Assisted Learning System: CASTLE.

Pub Date—Oct 83

Note—9p; Paper Prepared for the Canadian Symposium on Instructional Technology (4th Winnipeg, Canada, October 19-21, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Authoring Aids (Programming), *Computer Assisted Instruction, *Computer Software, *Design Requirements, Instructional Development, *Microcomputers, *Program Development, Program Evaluation, Programming, Programming Languages, Systems Development

Identifiers—NATAL Programming Language

The purpose of this study was to investigate the extent to which a sophisticated computer assisted instruction (CAI) system could be implemented on the type of microcomputer system currently found in the schools. A method was devised for comparing CAI languages and was used to rank five common CAI languages. The highest ranked language, NATAL, Canada's National Authoring Language, was used as the basis for the design of a new, microcomputer-based CAI system named CASTLE (Computer Assisted Student Tutorial Learning Environment). Although primarily designed for trained CAI authors and researchers, the system has features that could assist the beginning author in creating CAI lessons and courses. The design specifications for the CASTLE language and the CASTLE support system were defined and a subset of the language and support system was developed on a Commodore CBM 8096 microcomputer system. The CASTLE system software was written in CO-MAL-80, and techniques of incremental compilation in an interactive and interrogative environment were used. The completed system was evaluated and recommendations made for further research and development. Two references are listed. Abstracts are provided in English and French. (Author/LMM)

ED 242 295

IR 011 004

Irvine, A. F.

Secondary School Projects and the Microchip.

Education for the Industrial Society Project, Glasgow (Scotland).

Pub Date—Mar 82

Note—51p; Prepared under the auspices of the Microelectronic Technology Group.

Available from—Scottish Curriculum Development Service, Glasgow Centre, Lymehurst House, 74 Southbrae Drive, Glasgow G13 1SU, Scotland (1 British pound postpaid).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Electric Motors, *Electromechanical Technology, Electronic Control, Electronic Equipment, *Industry, Input Output Devices, *Microcomputers, Production Techniques, Secondary Education, *Technical Education, *Technological Advancement, Technology Transfer

Identifiers—Analog Digital Interfaces, *Scotland

This study of the applications of microelectronic devices in industry, together with an assessment of their value for use in schools, emphasizes the basic principles underlying the new technology and the practical ways in which these can contribute to associated work in computing and other disciplines in the school curriculum. Following a description of general issues relating to Scotland, the microchip, and the school, projects simulating industrial processes are described in detail, e.g., projects involving only a microcomputer (stock control system, production line monitoring, setting out road curves); applications using stepping motors (model of numerically-controlled lathe, model "milling machine," model graph plotter, computer-controlled robot arm, general duties, small model of production line); projects using analog-digital interfaces; projects using simple switches (using microcomputers as a counter, traffic light control, production monitor for using individual operator switches); and implementation of simple switch experiments. The report concludes with comments on a few aspects of the new technology and descriptions of stepping motors and their operation, input and output switch signals, and analog conversion. (LMM)

ED 242 296

IR 011 005

Joseph, John J.

A Modular Approach to Building Adult Computing Competencies: The Desktop Computer Series.

Pub Date—Mar 83

Note—14p.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Education, *Computer Literacy, *Course Descriptions, *Course Evaluation, *Course Organization, Curriculum Development, *Databases, Individual Needs, Learning Modules, *Microcomputers, Objectives, Systems Development, Word Processing

Identifiers—BASIC Programming Language, Database Management Systems, Electronic Spreadsheets, *Fox Valley Technical Institute WI

The Fox Valley Technical Institute's approach to teaching adults about computers is based on three underlying premises: there is a widespread need for adult education related to desktop computers; the needs are not the same for everyone; and to be effective, a program that addresses these needs must be flexible, pertinent, and current. (Desktop is a generic term, representing home computers, microcomputers, personal computers, and small business computers). The course hierarchy is explained and illustrated and the content and objectives of 11 4-week modules are outlined: Introduction to Desktop Computers, BASIC for Desktop Computers I and II, File Processing in BASIC, BASIC in the Classroom, Business Applications in BASIC, System Design for Desktop Computers I and II, Spreadsheet Applications, Word Processing Applications, and Database Manager Applications. Discussion of the development process covers competency objectives; curriculum development (scheduling, standardization, software programs to support specific course modules); and building in flexibility (feedback, revision, and evaluation). A course evaluation form is included. A brief overview of future directions includes additional courses, workshop format, credit courses, and a proposal to establish an information systems laboratory. (LMM)

ED 242 297 IR 011 006

School Uses of Microcomputers: Reports from a National Survey. Issue No. 3, October 1983; Issue No. 4, February 1984.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84
Note—22p. For related documents, see ED 233 111 and ED 234 109.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Computer Assisted Instruction, *Computer Science Education, Elementary Secondary Education, Equipment Utilization, *Microcomputers, National Surveys, Private Schools, *Programming, Public Schools, School Statistics, School Surveys, *Use Studies

Identifiers—Computer Users, *Computer Uses in Education

These two interim reports are the third and fourth in a series based on data from the 1,082 microcomputer-owning public and non-public elementary and secondary schools that responded to a survey of 1,600 schools (68%) between December 1982 and March 1983. Issue No. 3 presents comparable data on microcomputer ownership and use for schools in different regions and in cities, suburbs, and rural locations; for junior high and middle schools in comparison with elementary and high schools; and for schools serving students of varied socioeconomic backgrounds. Issue No. 4 focuses on the different patterns that schools have used to obtain microcomputers: the initiative of a single teacher, the effort of a building principal, the role of parent-teacher organizations, the leadership of school district and other school administrative personnel, and financial assistance from special grant programs. Data show how schools have changed in the way they have obtained microcomputers and how they have organized their use by students. (LMM)

ED 242 298 IR 011 007

Gantt, Vernon W.
Taking Interpersonal Communication out of the Classroom into the World of Computer Technology.

Pub Date—16 Sep 83
Note—10p. Paper presented at the Fall Conference of the Kentucky Association of Communication Arts (Owensboro, KY, September 16, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meetings Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Literacy, Futures (of Society), Human Dignity, *Humanization, Interpersonal Competence, Man Machine Systems, *Microcomputers, *Self Esteem, *Technological Advancement, *Values

Identifiers—*Computer Uses in Education

The emergence of the information society introduces the academic community to the most significant revolution since the invention of the printing press. The growing use of computers can lead to a depreciation of self-worth. Since the machine can handle complex logical applications with considerably more speed and accuracy than most people, many feel frustration, intimidation, or inferiority. By applying interpersonal skills, one can cope with the potential threat to one's humanness and learn to better use computer technology as a tool, rather than becoming a slave to the technology. Computers can neither evaluate nor produce emotion, a fact that will keep man apart from the machine through at least the year 2001. Eight references are listed. (Author/LMM)

ED 242 299 IR 011 008

Scandura, Joseph M.
An Analysis of the Federal Role in Instructional Technology in the Era of the New Federalism.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—14 Apr 83
Note—46p. Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 14, 1983).

Pub Type—Opinion Papers (120) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Oriented Programs, Educational Innovation, *Educational Research, *Educational Technology, *Federal Government, Financial Support, *Government Role, Instructional Design, Policy Formation, *Technological Advancement, *Technology Transfer

Identifiers—Excellence

This analysis of how the federal government might best promote excellence in education via instructional technology identifies strengths and weaknesses of instructional technology during the 1980's, indicates how technology might aid the teaching and learning process, and suggests how the federal government might best assist states and localities in utilizing technology to improve educational achievement. Definitions of terms are followed by a brief review of the role of the federal government in education from the 1960's to the recent return of educational responsibilities from the federal level to the state and local governments. Giving special attention to the role the federal government should play in promoting instructional technology, the remainder of the analysis builds on these definitions and preliminary observations. Specific sections address early development in instructional design, a brief history of federal support for educational research and its consequences, current strengths and weaknesses of instructional technology, using instructional systems design in computer based instruction development, and the use of technology in instruction. Conclusions, recommendations, and a 42-item reference list are included. (LMM)

ED 242 300 IR 011 010

Willis, Jerry W. And Others
Computers, Teaching, and Learning: An Introduction to Computers in Education.

Report No.—ISBN-0-88056-065-7
Pub Date—83

Note—264p.
Available from—Dilithium Press, P.O. Box 606, Beaverton, OR 97075 (\$9.95 plus shipping).

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, Computer Assisted Testing, Computer Managed Instruction, *Computers, *Computer Software, Information Sources, Program Development, Program Evaluation, Programming, *Programming Languages, Purchasing

Identifiers—BASIC Programming Language, Computer Selection, *Computer Uses in Education, LOGO Programming Language, PILOT Programming Language, Software Evaluation

Intended as an action guide, this book focuses on the issues, concepts, and facts relevant to the educator who wants to consider using computers to accomplish learning objectives. A short history of

computers emphasizing microcomputers and their use in education is followed by a discussion of current educational uses which includes a more detailed look at some representative applications in preschool, elementary, high school, and college settings. The essentials of selecting the best computer or computers for specific applications are outlined, and some suggestions are offered for equipment purchasing and software selection. An introduction to PILOT, BASIC, and LOGO programming languages describes their general characteristics and offers a tutorial designed to allow users to write simple programs and to read and understand many educational programs. A section on types of educational applications introduces, explains, and provides examples of the major ways in which computers are used in educational settings, e.g., computer assisted instruction, computer managed instruction, and applications in assessment and evaluation, including individual program planning. The final section describes other information sources, including books, magazines and journals, and computer databases. (LMM)

ED 242 301 IR 011 011

Knapp, Mark I. Orlansky, Jesse
A Cost Element Structure for Defense Training.

Final Report.
Institute for Defense Analysis, Arlington, Va.
Spons Agency—Department of Defense, Washington, D.C.

Report No.—IDA-Paper-P-1709
Pub Date—Nov 83

Contract—MDA-903-79-C-0018
Note—90p.

Pub Type—Reference Materials - Vocabulary/Classifications (134) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Computer Assisted Instruction, *Cost Effectiveness, Cost Estimates, Costs, Definitions, *Life Cycle Costing, Maintenance, *Military Training, *Program Effectiveness, *Simulation, *Training Methods

Identifiers—Flight Simulation

This paper identifies, structures, and defines a list of cost elements that is intended to describe fully the life-cycle cost of any formal program, course, or device for individual training of Department of Defense personnel. It was developed to provide consistent, comparable, and credible evaluations of the cost-effectiveness of alternative methods of training. Following a summary and introduction, the cost element structure is presented in a table with cost elements grouped by cost category (research and development, initial investment, operating and support). Definitions of the cost elements are then presented in the order that they appear in the table. Another table illustrates the applicability of each cost element in table 1 to three types of training evaluated in previous studies: the cost effectiveness of flight simulators, computer based instruction, and maintenance simulators. A brief discussion and a 30-item reference list are included. Appendices provide a glossary of terms relevant to cost analysis and a discussion of relationships between cost elements for training and Department of Defense budget appropriations. (Author/LMM)

ED 242 302 IR 011 012

Smith, P. R.
A Decade of Computer Assisted Learning.

Pub Date—[83]
Note—7p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, Computer Oriented Programs, Computer Simulation, *Courseware, *Engineering Education, Engineering Graphics, Foreign Countries, Higher Education, Institutional Cooperation, Instructional Materials, *Material Development, Program Descriptions, *Program Development, Shared Services

Identifiers—*Queen Mary College (England)

The Computer Assisted Teaching Unit (CATU) was instituted at Queen Mary College in 1973 to provide aid to the Faculty of Engineering in developing and implementing computer-based learning procedures to support the undergraduate teaching program. Earlier computer programs had simulated electrical and nuclear systems to give students the opportunity to examine the characteristics and responses of these systems, and then, as now, were complementary to lecture, tutorial, and conventional laboratory work. By 1973, there were several

computer-assisted instruction (CAI) programs in use, and a teaching station concept was implemented that combined a keyboard, a printer, and a screen. The need to establish a multi-user CAI system to accommodate increasing demand coincided with a national development program in computer assisted learning (NDFCAL) which provided some financial support for the system. Survival has been influenced by the concentration of CATU on CAI in engineering, which has made it difficult to obtain general college support and additional university support. However, after 10 years of operation, the CATU laboratory is now a well-established and integral part of the educational facilities. The collaborative development of CAI materials has produced an extensive library of packages which are available to the academic community through a program exchange. Twelve references are listed. (LMM)

ED 242 303 IR 011 013

Gray, Peter J. Deck, Dennis
Materials for a Workshop on Using Microcomputers in Evaluation and Assessment. Paper and Report Series No. 89.

Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Nov 83

Contract—400-80-0105

Note—61p.; For related document, see IR 011 014.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Computer Graphics, *Computer Software, Databases, Data Collection, *Evaluation Criteria, *Evaluation Methods, Instructional Materials, *Microcomputers, Networks, Program Development, Scoring, Statistical Analysis, Tests, Word Processing, Worksheets, Workshops
Identifiers—*Computer Selection, Database Management Systems, Electronic Spreadsheets, Software Evaluation

This report includes a collection of workshop materials which address ways microcomputers can be used in evaluation and assessment and what basic information should be covered in introducing newcomers to the use of microcomputers. It is designed for use by experienced trainers with microcomputer experience but with few workshop support materials. The following major types of program are described: word processing; database management; electronic spreadsheets; special uses of microcomputers in evaluation and assessment (instrument generation, data collection and test scoring, statistical analysis); graphic tools; communication tools; and networking. Descriptions include a discussion of the concepts related to each program type, a sample of representative commercially-available programs, and a list of references for more information. A final chapter discusses planning for microcomputer use and outlines a three-step process to serve as a guide from the consideration of capabilities to the selection of a microcomputer system. Also included are criteria for review of professional software, a hardware specifications worksheet, hardware evaluation worksheet, and a list of families of microcomputers by software compatibility. (LMM)

ED 242 304 IR 011 016

Fothergill, Richard Coates, R. C.
Microcomputers in Modern School Teaching: The Impact of Microelectronics on the Curriculum [and] Production and Distribution of Programs for Database Education.

Pub Date—83

Note—21p.; Two papers presented in Newcastle on Tyne, England (1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Curriculum Development, Elementary Secondary Education, Financial Support, Foreign Countries, Government Role, *Information Centers, *Inservice Teacher Education, Instructional Materials, Program Descriptions, *Regional Programs, Technology Transfer
Identifiers—Great Britain, *Microelectronics Education Programme

This document consists of two separate papers, by different authors, that discuss (often duplicating each other) the Microelectronics Education Program (MEP), a program which was designed to help children understand new technology and its effects on society and to encourage teachers to use the new

technology in improving their teaching effectiveness. The program uses a combination of nationally and regionally controlled programs coordinated by a national plan. Regional activities include information centers for teachers, an inservice training program for teachers in all subjects and at all levels, and curriculum development, including the preparation of new computer programs and other teaching materials. These three areas are mirrored in national projects. The program emphasizes four main domains: electronics and control technology, computer studies, computer based learning, and communication and information studies. Special education is also being addressed. Three major schemes are now complete or under way to help schools purchase equipment, all of them involving government funding of half the price while schools pay the other half. MEP has also produced inservice training packages. The program has thus been developing approaches, designing teaching and learning materials, and providing training in the use of equipment, as well as working with the final element, transforming the classroom itself into an environment that is re-arrangeable, open-ended, and exploratory. (LMM)

ED 242 305 IR 011 017

Blachly, Alice, Ed.

Promising Practices in Vermont School Districts.

Vermont State Dept. of Education, Montpelier.

Pub Date—Oct 83

Note—56p.; A project of the Vermont Educational Resource Center.

Available from—Vermont Educational Resource Center, Vermont Department of Education, State Office Building, Montpelier, VT 05602.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Demonstration Programs, Educational Innovation, Elementary Secondary Education, *Instructional Materials, *Learning Activities, *Program Descriptions, Program Development, *Teaching Methods
Identifiers—*Vermont

This collection of 43 activities represents an initial sampling of the creative efforts that Vermont teachers are currently making to improve the learning environment of their students. The resources are the outcome of a campaign initiated by the regional service teams of the Vermont Department of Education to collect information about promising educational practices currently in use in Vermont schools. The exemplary teaching programs listed are arranged under subject headings and also indexed by title, author, region, and supervisory union. Each project is described in an abstract which includes the title, target audience, description, services available, contact name and school, and supervisory union. Subjects include art, basic skills, compensatory education, computers, curriculum, discipline, early education, enrichment, evaluation, instructional methods, language arts, library/media, local history, mapping, mathematics, music, special education, vocational education, and year books. Information is provided for ordering the full documents from the Vermont Educational Resource Base (VERB). (LMM)

ED 242 306 IR 011 018

Albright, Michael J.

The Status of Media Centers in Higher Education.

Association for Educational Communications and Technology, Washington, D.C.

Pub Date—Dec 83

Note—99p.; Prepared by the Task Force on the Status of Media Centers in Higher Education of the Division for Educational Media Management, Association for Educational Communications and Technology.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Budgets, Distance Education, *Educational Media, Employment Patterns, Higher Education, *Learning Resources Centers, *Media Specialists, Program Descriptions, Questionnaires, *Services, Surveys, Trend Analysis

This report presents an analysis of data provided by 196 usable responses to a survey of a stratified sample of 282 college and university media centers. Information was collected on the following topics: current trends in budget and personnel levels; the degree of moral support provided by supervisors and the faculty clientele; the extent to which media centers participate in such activities as instructional

computing and distance learning program development and delivery; the degree to which media centers generate income and promote their services; and media directors' perceptions of the health of their media programs. The report includes an executive summary and an introduction that covers task force composition, development of the survey instrument, sample selection, data collection, and institutions without media centers. Detailed results are then presented for each topic addressed in the survey. Nine recommendations are made and three references listed. Appendices include lists of task force members and responding institutions, a copy of the questionnaire, comments provided in free response items, and case histories. (LMM)

ED 242 307 IR 011 019

Gartenberg, Jon

Toward a National Computerized Database for

Moving Image Materials.

Museum of Modern Art, New York, N.Y.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date—[Sep 83]

Note—48p.; Appendix E may not reproduce well. Available from—Jon Gartenberg, Department of Film, The Museum of Modern Art, 11 West 53rd Street, New York, NY 10019 (free while supply lasts).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Archives, *Databases, Film Libraries, Filmographies, *Films, *National Programs, Preservation, Program Development, Program Proposals, Questionnaires, Shared Services, *Television, Videotape Recordings
Identifiers—*Film History

This report summarizes a project conducted by a group of catalogers from film archives devoted to nitrate preservation, which explored ways of developing a database to provide a complete film and television information service that would be available nationwide and could contain filmographic data, information on holdings in archives and corporations, and current information on access, availability, and distribution. The archive would provide a means of sharing information about holdings of archival film materials in the significant film collections in the United States. Discussion covers background history and preexisting work, planning concepts, and implementation, expansion, and operation of the national database. A summary and short-term recommendations are provided. Appendices include the North American Film and Television Computer Questionnaire Results; the minimum data list for film and television developed at the Second Film and Television Archival Cataloging and Documentation Meeting (American Film Institute, November 1981); the agenda and participant list of a meeting at the Museum of Modern Art (February 1983); an article entitled "MARC Formats—Underlying Principles"; and an article entitled "Film Preservation: A Large Piece of Americana is Fading Away." (LMM)

ED 242 308 IR 011 052

An Assessment of Computer Science Degree Programs in Virginia. A Report to the Council of Higher Education and Virginia's State-Supported Institutions of Higher Education.

Virginia State Council of Higher Education, Richmond.

Pub Date—Oct 83

Note—174p.; Prepared by the Task Force on Computer Science.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*College Curriculum, *Computer Science Education, *Data Processing, *Degree Requirements, Higher Education, *Management Information Systems, Networks, Program Descriptions, State Colleges, Two Year Colleges
Identifiers—*Virginia

This report presents the results of a review of all significant instructional efforts in the computer science discipline in Virginia institutions of higher education, with emphasis on those whose instructional activities constitute complete degree programs. The report is based largely on information provided by the institutions in self-studies. A brief overview discusses the computer science discipline and its current and future importance to the Commonwealth. Program offerings as of Fall 1982 are then described for each of the three major fields of the discipline: computer science, management information sys-

terms, and data processing. Conclusions and recommendations are presented that relate to both specific programs and the system-wide activity in each field, as well as general conclusions and recommendations concerning the entire computer science discipline. Appendices contain a summary of comments by employer representatives, Computer Science Program Requirements of ACM/IEEE Task Force on Computer Science, curricula of the data processing programs, a chart showing the design of the Virginia Community College Network (VCCN), a description of VCCN academic and administrative support services, charts of the current status of VCCN equipment installation and VCCN systems management design, and several institutional responses to the report. (LMM)

ED 242 309 IR 011 053

Muir, Walter

Computer Awareness: An Introduction for Teachers.

British Columbia Dept. of Education, Victoria. Curriculum Development Branch.

Report No.—ISBN-0-7719-9159-2

Pub Date—83

Note—59p.

Pub Type—Guides—Classroom—Teacher (052)—Guides—Non-Classroom (055)—Tests/Questionnaires (160)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Literacy, *Computer Oriented Programs, *Computers, *Computer Software, *Elementary Secondary Education, *Glossaries, *Input Output Devices, *Microcomputers, *Program Development, *Programming, *Worksheets

Identifiers—Computer Selection, *Computer Uses in Education, *Software Evaluation

Written for elementary and secondary school teachers with little or no experience with the computer, this book provides an overview of the computer and the role it can play in the classroom. An introduction presents a brief history of computing and a brief discussion of computers in society and computer literacy. Individual chapters cover hardware, software and educational applications of computers, including drill and practice, tutorials, computer managed instruction, simulations, computer games, problem solving, LOGO programming language, word processing, the electronic blackboard, classroom testing, and vocational guidance. A chapter on using a computer in the classroom addresses preparing yourself, establishing objectives and learning outcomes; acquiring hardware, software, and courseware; setting up your computer facility; planning and presenting activities; and evaluating courseware. A brief chapter is included for principals and vice-principals. Thirty-two references are listed. Also included are a list of 19 selected periodicals and a glossary of computer terms. (LMM)

ED 242 310 IR 011 066

Clancey, William J.

The Advantages of Abstract Control Knowledge in Expert System Design. Technical Report #7.

Stanford Univ., Calif. Dept. of Computer Science. Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—HPP-83-17; STAN-CS-83-995

Pub Date—Nov 83

Contract—N00014-79-0302

Note—22p. For related documents, see IR 011 074 and IR 011 079. Also in the Proceedings of the National Conference on Artificial Intelligence 1983, pages 74-78.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Artificial Intelligence, *Clinical Diagnosis, *Communicable Diseases, *Computer Software, *Databases, *Design Requirements, *Man Machine Systems, *Problem Solving, *Program Effectiveness

Identifiers—Diagnostic Consultation Systems, *Domain Specifications, *Intelligent CAI Systems

This paper argues that an important design principle for building expert systems is to represent all control knowledge abstractly and separately from the domain knowledge upon which it operates. Abstract control knowledge is defined as the specifications of when and how a program is to carry out its operations, such as pursuing a goal, focusing, acquiring data, and making inferences; domain knowledge is defined as the facts and relations of a knowledge base, such as a knowledge base of medical informa-

tion. It is noted that a body of abstract control knowledge provides a generic framework for constructing knowledge bases for related problems in other domains, and also provides a useful starting point for studying the nature of strategies. The idea of separating control and domain knowledge is illustrated by discussing knowledge representation on three intelligent computer-aided diagnostic consultation systems, MYCIN, NEOMYCIN, and CEN-TAUR. The scientific, engineering, and practical benefits of separating control and domain knowledge are outlined and the difficulty of attaining this ideal design is considered. Also provided are a 19-item bibliography and a list of names and addresses of government and private sector research/information centers and personnel concerned with computer-aided instruction. (ESR)

ED 242 311 IR 011 074

Clancey, William J.

GUIDON. Technical Report #9.

Stanford Univ., Calif. Dept. of Computer Science. Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—HPP-83-42; STAN-CS-83-997

Pub Date—Nov 83

Contract—N00014-79-0302

Note—17p. For related documents, see IR 011 066 and IR 011 079. Revised article reprinted with permission from the Handbook of Artificial Intelligence, Vol. II, A. Barr and E. A. Feigenbaum (Eds.), William Kaufman, Inc., 1982.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Artificial Intelligence, *Clinical Diagnosis, *Communicable Diseases, *Computer Assisted Instruction, *Courseware, *Databases, *Higher Education, *Learning Processes, *Man Machine Systems, *Medical Education, *Methods Research, *Problem Solving, *Program Effectiveness, *Teaching Methods

Identifiers—Diagnostic Consultation Systems, *GUIDON Program, *Intelligent CAI Systems

GUIDON is an intelligent computer-aided instruction (ICAI) program for teaching diagnosis, which has been tested using the infectious disease diagnosis rules of the MYCIN consultation system developed at the Stanford University School of Medicine. GUIDON engages a student in a dialogue about a patient suspected of having an infection and thus teaches the student about relevant clinical and laboratory data and diagnosis of the causative organism. Without reprogramming, the program can discuss any diagnostic problem that it can solve on its own. Moreover, by substituting problem solving knowledge from other domains, the program can immediately discuss problems in those domains. This power derives from the use of artificial intelligence methods for representing independently both subject material and general knowledge about how to teach. There are teaching rules and procedures for determining what the student knows, responding to his/her partial solution, providing hints, and opportunistically interrupting to test his/her understanding. Experience with GUIDON reveals the importance of differentiating between causal and strategic knowledge in order to explain diagnostic rules and to teach a reasoning approach. These lessons are now guiding the development of new representations for teaching. A 13-item bibliography and a list of names and addresses of government and private sector research/information centers and personnel concerned with computer-aided instruction are provided. (Author/ESR)

ED 242 312 IR 011 078

Draper, Stephen W. Norman, Donald A.

Software Engineering for User Interfaces. Technical Report.

California Univ., San Diego, La Jolla. Inst. for Cognitive Science.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—ICS-8401; ONR-8401

Pub Date—Jan 84

Contract—N00014-79-C-0323

Note—24p.

Pub Type—Opinion Papers (120)—Reports—Evaluative (142)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Computers, *Computer Software, *Design Requirements, *Guidelines, *Human Factors Engineering, *Man Machine Systems, Pro-

gramming
Identifiers—Debugging (Computers), Software Testing, Software Tools, *User Cordial Interface, *User Needs

The discipline of software engineering can be extended in a natural way to deal with the issues raised by a systematic approach to the design of human-machine interfaces. The user should be treated as part of the system being designed and projects should be organized to take into account the current lack of a priori knowledge of user interface design. Because of this lack of knowledge, interfaces should be developed through an iterative process. Thus it is essential to develop tools for evaluation and debugging of the interface, in much the same way as tools have been developed for the evaluation and debugging of program code. The tools for testing interfaces should include measures of interface performance, acceptance tests, and benchmarks. This paper outlines issues in the design of user interfaces and summarizes their consequences for the coding, documentation, debugging, and testing phases of software engineering. Also presented are a list of ONR (Office of Naval Research) technical reports on cognitive science, an ICS (Institute for Cognitive Science at the University of California, San Diego) technical report listing, and a list of names and addresses of government and private sector research/information centers and personnel concerned with computer-aided instruction. (Author/ESR)

ED 242 313 IR 011 079

Hasling, Diane Warner And Others

Strategic Explanations for a Diagnostic Consultation System. Technical Report #8.

Stanford Univ., Calif. Dept. of Computer Science. Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—HPP-83-41; STAN-CS-83-996

Pub Date—Nov 83

Contract—N00014-79-0302

Note—33p. For related documents, see IR 011 066 and IR 011 074. To appear in the International Journal of Man-Machine Studies, 1983.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Artificial Intelligence, *Clinical Diagnosis, *Communicable Diseases, *Computer Assisted Instruction, *Computer Software, *Databases, *Design Requirements, *Language Processing, *Man Machine Systems, *Problem Solving, *Program Effectiveness

Identifiers—*Automatic Explanation of Reasoning, *Diagnostic Consultation Systems, *Intelligent CAI Systems

This paper examines the problem of automatic explanation of reasoning, or the ability of a program to discuss what it is doing in some understandable way, particularly as part of an expert system. An introduction presents a general framework in which to view explanation and reviews some of the research in this area. This is followed by a discussion of the motivation for strategic explanations in two diagnostic consultation programs, MYCIN and NEOMYCIN. Design criteria for automatic explanations of reasoning are outlined. It is noted that an automatic explanation of program strategy is usually concrete (referring to aspects of the current problem situation) but that abstract explanations (articulating a general principle that can be applied in different situations) are useful in teaching and explaining by analogy. The aspects of NEOMYCIN that make abstract strategic explanations possible, i.e., the representation of strategic (program controlling) knowledge explicitly and separately from domain (subject) knowledge, are described, as are its strategic "why" and "how" explanations. Implementation issues and future work on NEOMYCIN's explanation system are also discussed, and it is noted that the long-range goal of this research is to use NEOMYCIN as the foundation of a teaching system. The paper includes a 29-item bibliography and a list of names and addresses of government and private sector research/information centers and personnel concerned with computer-aided instruction. (Author/ESR)

ED 242 314 IR 011 080

Kell, Karl-August

Bavarian Experiences with Computers and Education. Implications for a Policy.

Pub Date—May 83

Note—11p.

Pub Type—Reports—Descriptive (141)

102 Document Resumes

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Software, Elementary Secondary Education, Foreign Countries, *Government School Relationship, *Inservice Teacher Education, Program Development, Regional Cooperation, *Regional Programs

Identifiers—*West Germany (Bavaria)

Activities related to the introduction of computers and computer assisted instruction into Bavarian schools are described, including the inservice teacher training, information dissemination, and consultation activities of the Zentralstelle (Center for Programmed Instruction and Instructional Computer Applications). Also described are model experiments conducted since 1976/77 by the Bavarian Ministry of Education to test hardware and its suitability for schools, to develop software for use by school administrators, to develop educational software and sample lessons for instruction, and to test computer assisted instruction in everyday class use. The acquisition of computer equipment by schools is described and a model for inservice training in the use of computers is presented. Finally, information is given on the number of Bavarian schools possessing computers (by type of school) and the number of computer programs (by subject or application) purchased by schools and available for exchange. (ESR)

ED 242 315

IR 011 081

Forrythe, Kathleen Collins, Valerie

British Columbia—Higher Education and the Integration of a New Technology. Case Study.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Spons Agency—Universities Council of British Columbia, Vancouver.

Pub Date—Nov 83

Note—60p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Case Studies, College Curriculum, *Communications Satellites, *Distance Education, Foreign Countries, *Institutional Cooperation, Models, Open Universities, *Organizational Change, Postsecondary Education, Teaching Methods, Telecourses

Identifiers—*British Columbia

Based on an extensive literature search and interviews with educators, government officials, distance education personnel, and students, this publication reviews the impact of geostationary satellite telecommunications technology on higher education in British Columbia. A systems impact perspective is taken which suggests the emergence of a new educational model, known as the "learning system." A "learning system" is defined as a cooperative framework in which government agencies, universities, community colleges, and provincial institutes work together to deliver distance education through the use of telecommunications networks. The rationale for the case study and its historical context are outlined. Distance education at the Universities of British Columbia, Simon Fraser University, the University of Victoria, and the Open Learning Institute is described as is the formation of the Knowledge Network, an educational telecommunications network. The effect of telecommunications technology on the content of the curriculum and the teaching/learning environment is examined and an assessment is made of the "learning system's" strengths and weaknesses. An executive summary, an outline of case study methodology, a map of British Columbia showing satellite receive sites as of June 1982, and a 67-item bibliography are provided. (Author/ESR)

ED 242 316

IR 011 082

Geller, Sidney B.

Care and Handling of Computer Magnetic Storage Media.

National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.

Report No.—NBS-SP-500-101

Pub Date—Jun 83

Note—139p; Reports on Computer Science and Technology.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402 (Stock No. 003-003-02486-4, \$5.50).

Pub Type—Guides - General (050)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Archives, Computer Software, *Com-

puter Storage Devices, Data Processing, *Environmental Influences, Guidelines, *Information Storage, *Magnetic Tapes, *Preservation, *Storage

Identifiers—Records Management

Intended for use by data processing installation managers, operating personnel, and technical staff, this publication provides a comprehensive set of care and handling guidelines for the physical/chemical preservation of computer magnetic storage media—principally computer magnetic tapes—and their stored data. Emphasis is placed on media handling methods and environmental conditions which should be instituted as part of day-to-day and long-term archival storage activities. Also considered are measures which can be initiated during media transit and in the aftermath of catastrophic or uncontrollable events. Chapters present recommendations for: (1) computer magnetic media care and handling; (2) the preparation, storage, and reactivation phases of magnetic tape long-term storage; (3) scheduled maintenance of computer magnetic tapes, with information on computer tape errors, types of maintenance equipment, and tape rehabilitation; (4) use of tape management systems (TMS)—software systems which control the flow of computer tapes through the data processing system; and (5) the operation of clean rooms. Appendices present information on tape handling and environmental effects, and technical data on computer magnetic tape recording and magnetic media particles. A 41-item bibliography and a list of symbols and abbreviations are also provided. (Author/ESR)

ED 242 317

IR 011 084

Bron, Alain

Computers in Swiss Secondary Education.

Council for Cultural Cooperation, Strasbourg (France).

Report No.—DECS/Rech-(82)-24

Pub Date—28 Sep 82

Note—7p; Paper presented at the Educational Research Workshop on New Technologies at Secondary Schools (Frascati, Italy, November 2-5, 1982).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Literacy, Educational Planning, Foreign Countries, National Programs, Secondary Education

Identifiers—*Switzerland

This paper describes the current state of secondary school computer literacy instruction in the Swiss canton of Vaud and the activities of a nationwide coordinating group concerned with the use of computers in Swiss secondary education. Information is presented on the requirements for instituting computer literacy instruction in Vaud, the types of micro- and minicomputers acquired by Vaud secondary schools, difficulties in the adoption of computer literacy courses, the development of computer-related teacher training programs, and the current level of computer assisted instruction in Vaud. It is noted that the use of computers in Swiss secondary education varies enormously from canton to canton. Also described are the experimental use of a 24-hour introductory computer literacy course in several schools in the French and German speaking parts of Switzerland and other activities of the nationwide coordinating group on computers. (ESR)

ED 242 318

IR 020 053

Bailey, Suzanne Powers Jeffers Marcia

Computers in My Curriculum? 18 Lesson Plans for Teaching Computer Awareness without a Computer. Adaptable Grades 3-12.

Solano County School System, Fairfield, Calif.

Pub Date—May 83

Note—200p.; Some handwritten sections may be marginally legible.

Available from—Solano County Superintendent of Schools, 655 Washington St., Fairfield, CA 94533 (1 copy, \$11.00; 20 or more, \$8.00 ea. Make check or purchase order payable to "Solano County Superintendent of Schools").

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Activity Units, Advertising, Annotated Bibliographies, Art Education, Career Education, Computer Graphics, *Computer Literacy, Computers, Computer Science Education, Consumer Education, Elementary Secondary Educa-

tion, History, *Interdisciplinary Approach, Language Arts, Learning Activities, Lesson Plans, Mathematics Education, Programing Languages, Resource Materials, Robotics, Social Studies

Identifiers—PF Project

Eighteen interrelated, sequential lesson plans and supporting materials for teaching computer literacy at the elementary and secondary levels are presented. The activities, intended to be infused into the regular curriculum, do not require the use of a computer. The introduction presents background information on computer literacy, suggests a process for developing a unit, describes the organization and design of the lesson plans, and recommends steps to take prior to teaching the first lesson. Each lesson plan includes: indication of relevant curriculum areas; objectives; relationship to computer literacy; teaching suggestions; teacher preparation; materials needed; time required; prior skills needed by students; teaching activities; guided practice; independent activities; extension suggestions; and evaluation suggestions. Among the topics included are robots, history of computers, computer graphics, how computers work, vocabulary, programming languages, advertising techniques (analyzing computer ads), and computer components. The table of contents lists the appropriate grade levels and the relevant curriculum areas (language arts, social studies, mathematics, careers, art, and consumer education) for each lesson plan. Lengthy appendices provide supporting materials for the activities: a 27-item annotated bibliography of books and articles on computer literacy, computer programming, and improvement of teaching strategies; a list of four computer magazines for teachers; suggestions for finding human resources; and a blank lesson plan sheet. (DC)

ED 242 319

IR 020 081

Computer Literacy Project 1983.

El Dorado County Office of Education, Placerville, CA.

Pub Date—83

Note—144p.

Available from—El Dorado County Office of Education, 337 Placerville Dr., Placerville, CA 95667 (\$10.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Behavioral Objectives, *Computer Literacy, *Computer Science Education, Course Organization, Educational Objectives, Elementary Secondary Education, Learning Activities, *Programming, Programing Languages, *Sequential Approach

Identifiers—*Keyboarding, PF Project, *Social Impact

A K-12 computer literacy course of study is presented. Four basic parts are included: (1) a reference index which organizes 37 computer literacy topics into seven major categories; (2) a master index which presents goals for each topic by grade level and lists a reference number for each goal; (3) a scope and sequence organized by grade level which indicates when each goal is introduced, when it is continued and expanded, and when there is a major reintroduction; and (4) an expanded chart organized by grade level which presents a hierarchy of categories, topics, goals, behavioral objectives, and activities. The seven major categories are: what a computer is, keyboarding skills, computer applications, computer system components, computer operations, programming, and social implications of the computer. The scope and sequence is divided into user literacy goals and technical literacy goals. User literacy goals are those concepts, abilities, and skills that are essential for all people in the new information age. Technical literacy goals are designed for students who may be interested in pursuing careers in which computers or computer-related skills will be required. (DC)

ED 242 320

IR 050 680

Washak, Lynn G.

Tracing the Passage and Implementation of Federal Legislation in Georgia Southern College Library.

Pub Date—Sep 82

Note—12p.

Pub Type—Reference Materials (130)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, *Federal Legislation, *Federal Regulation, *Government Publications, Guidelines, Higher Education, Information Sources, *Laws, *Library Materials, *Reference Materials

Identifiers—Georgia Southern College, *Legislative History

This paper provides guidelines for tracing the history and implementation of United States federal legislation in government and other publications located in the library of Georgia Southern College. Sources of background information on legislation are indicated as the "Congressional Quarterly" and "Major Legislation of the Congress." Location of information on Congressional action in the "Congressional Record," "Senate Journal," "House Journal," and "House Calendars" is described, as is the location of the text of proposed legislation, bills, and resolutions and the use of the "Digest of Public General Bills and Resolutions." Location and use of Congressional committee hearings, committee reports, and committee prints in such publications as the "Congressional Information Service (CIS) Annual Index," and the "Monthly Catalog of United States Government Publications" is outlined as well as the location of laws in the "United States Statutes at Large," the "United States Code," and other publications. Finally location of regulations which implement these laws in the "Federal Register" (FR) and the "Code of Federal Regulations" (CFR) is described. (ESR)

ED 242 321 IR 050 681

Linking: Today's Libraries, Tomorrow's Technologies. Report of the Bibliographic and Communications Network Pilot Project. Canadian Network Papers Number 7 = Le Lien entre les Bibliothèques d'Aujourd'hui et les Technologies de Demain. Rapport du Projet Pilote du Réseau de Services Bibliographiques et de Communications. Documents sur les Réseaux Canadiens Numéro 7.

National Library of Canada, Ottawa (Ontario).

Report No.—ISBN-0-662-52889-1

Pub Date—Mar 84

Note—138p.

Available from—National Library of Canada, Public Relations Office, Publications Section, 395 Wellington Street, Ottawa, Canada K1A 0N4.

Language—English; French

Pub Type—Reports - Research (143) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Foreign Countries, *Information Networks, *Interlibrary Loans, *Library Services, *Online Systems, Reference Services, *Telecommunications, Videodisc Recordings, Videotex Identifiers—*Canada, Document Delivery Service, *iNet, Packet Switched Networks

A pilot project was conducted from May 1980 to November 1983 to test the application of iNet—a decentralized, packet-switched telecommunications network—to bibliographic data interchange in Canada. The principal components of the project were participation of the Bibliographic Common Interest Group (BCIP), a group of libraries with stand-alone, operational, and stable online systems, in seven technical subprojects involving the development and testing of value added network interfaces, online iNet directories, bibliographic data derivation, online interlibrary loan facilities, videotex services, file transfer facilities, and access to online database vendors and other information providers; development of computer/communications protocols for bibliographic data interchange; the addressing of network policy issues; the videography subproject which studied the feasibility of utilizing videodisc and computer/communications technology to further library service objectives; the development of network contract guidelines; and the study of Canadian interlibrary loan and document delivery policies and practices. It was found that it is possible to connect diverse stand-alone and incompatible systems through standard interfaces to a packet-switched data communications network and that iNet was a useful prototype of an open network. This publication (in English and French) describes project methodology and results and presents nine recommendations based on project findings. (ESR)

ED 242 322 IR 050 682

Facinielli, Jaclyn

Music Studies and Bibliography Instruction: A Study.

Pub Date—[82]

Note—19p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Libraries, Higher Education, Information Seeking, Intermedia Differ-

ences, *Library Instruction, *Library Skills, *Music Education, Pretests Posttests, *Program Effectiveness, Reference Materials, Research Skills, Student Research

Identifiers—*University of Akron OH

A study was conducted of the efficacy of two methods of teaching music bibliography to 80 undergraduate and graduate students at the University of Akron in Ohio. One group of subjects received only lectures in bibliographic instruction; the other group had the benefit of lectures and worksheet exercises, which involved location of publications and information by the individual students in the central and music libraries. The courses covered such topics as approaches to music research; the meaning of library terminology; use of the library; and utilization of dictionaries, style manuals, encyclopedias, bibliographies, indexes, biographies, catalogs, and periodicals. Undergraduate students were instructed in the use of basic music sources while graduate students were taught about complex music sources and large indexes that include music subjects. Pretests and posttests of both groups, administered five times during the 15-week semester, showed that students who received the lectures and worksheets performed significantly better than students who only received the lectures. It was concluded that it is beneficial for music bibliography instructors to supplement lectures with worksheet exercises. This paper describes study methodology and results. A nine-item bibliography and copies of the pretest, posttest, and worksheets are also provided. (ESR)

ED 242 323 IR 050 684

Root, Christine Glogowski, Maryruth

Online Searching in SUNY Libraries.

State Univ. of New York Librarians Association.

Pub Date—83

Note—35p.

Pub Type—Reference Materials - Directories/Catalogs (132) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Libraries, Administrative Policy, Databases, Higher Education, Library Expenditures, Library Research, *Library Services, Library Surveys, *Online Systems, Professional Training, Questionnaires, *Reference Services Identifiers—Library Procedures, *State University of New York

Data concerning online searching in the State University of New York (SUNY) Library System was obtained from a 50-question survey of the 63 SUNY libraries conducted in March 1983. A total of 52 surveys were completed. It was found that: 18 campuses offered inhouse online search services to their patrons, 15 additional campuses offered access to online searching through a New York State Library pilot project, and 10 campuses were planning to implement online search services in the near future; the SUNY libraries performed 27,942 searches during the 1981/82 academic year (excluding LEXIS searches and other searches performed by end users); over half (56%) of all the searches reported were performed by the four health sciences/medical centers offering online search services; BRS was the system used most often by 11 campuses; and DIALOG was used most frequently by 7 campuses; and more than a quarter of a million dollars was paid last year by SUNY libraries to database vendors. This publication presents survey results covering library online searching policies and procedures, the organization of online search services, training of search analysts, database and vendor usage, use of online services for ready reference, equipment used, and online searching budgets. Definitions of terms used in the survey, a directory of survey participants and the online systems they use, and a sample questionnaire are also provided. (ESR)

ED 242 324 IR 050 685

Buckingham, Betty Jo

Planning the School Library Media Center Budget.

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date—84

Note—19p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Budgeting, *Cost Estimates, Elementary Secondary Education, Guidelines, *Learning Resources Centers, Library Administration, *Library Collections, *Library Planning, Library Standards, School Districts, *School Libraries

Identifiers—Iowa

This booklet presents guidelines for planning the school library media center budget based on short and long range plans for maintaining and developing collections and services. It is noted that such planning should consider the goals and objectives of the district, the school, and particular programs, and that democratic budgeting should involve input from district administrators, school principals, library media specialists, department heads, professional staff, clerical employees, and custodians. An explanation of the structure of financial account numbers used in budget proposals submitted to the Iowa Department of Public Instruction is presented, as well as charts demonstrating 10, 15, and 20-year replacement cycles and sample costs for maintaining library book, magazine, newspaper, filmstrip, and recording collections at the minimum level specified by Iowa's "Plan for Progress in the Media Center, K-6 and 7-12." A sample budget is also provided as an illustration of the technique of using the formula for computing proposed funding for materials collection maintenance and development. An appendix lists financial subaccount codes typically used in library media programs. (ESR)

ED 242 325 IR 050 686

Hendricks, Klaus B.

The Preservation and Restoration of Photographic

Materials in Archives and Libraries: A RAMP

Study with Guidelines.

United Nations Educational, Scientific and Cultural

Organization, Paris (France). General Information

Programme.

Report No.—PGI-84/WS/1

Pub Date—Jan 84

Note—133p.; Best copy available.

Pub Type—Guides - General (050) — Reference

Materials - Bibliographies (131) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Archives, Guidelines, *Library Materials, Museums, *Photographs, Physical Environ-

ment, *Preservation, Reprography, *Storage

Identifiers—*Photographic Collections, *Restora-

tion

Intended for use by archivists, curators, and others responsible for the acquisition and preservation of documentary materials in photographic form, this publication describes the nature of photographic media and recommended conservation measures. It is noted that the major emphasis is on black-and-white photographic materials, with some consideration of color photographs, films, and microforms. Chapters describe the role, importance, and physical nature of photographic materials; the principal silver and non-silver photographic processes; characterization and identification of photographic images by the support, binding medium, image-forming substance, and organic dyes used; techniques for the examination of photographic materials to determine the stability of their components; factors affecting the permanence of photographic materials; duplicating and copying of these materials; the processing of contemporary black-and-white photographs for maximum possible permanence; the testing of processed photographs and of materials used in their conservation; and the preservation, storage, and restoration of photographic items. Also presented are summary guidelines for conserving and restoring photographic materials, a 185-item bibliography, and a list of 30 RAMP (Records and Archives Management Programme) and related UNESCO documents. (ESR)

ED 242 326 IR 050 688

Adams, Jean M.

Resource Guide: Export Policy and Small Business.

Pub Date—Nov 83

Note—32p.

Pub Type—Reference Materials - Bibliographies

(131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agencies, Annotated Bibliographies,

Court Litigation, Economic Climate, *Entrepre-

neurship, *Exports, Federal Legislation, Financial

Support, *Foreign Countries, *Government Pub-

lications, Hearings, Information Sources, Laws,

Marketing, Public Policy, *Reference Materials,

*Small Businesses, Treaties

This resource guide describes key information sources in the area of national export policy, especially as related to small business, and outlines methods for obtaining these items and for keeping

abreast of new publications on this topic. It is noted that relevant laws and treaties are fully covered but that the literature search for non-legal materials was limited to the years 1981 to September 1983. Introductory sections list Congressional committees and major executive, independent, and multilateral agencies dealing with export policy or small business. Instructions for using the guide are also provided, followed by an annotated bibliography of resources. The bibliography is divided into seven sections covering: (1) guides for the beginner in the export trade, Congressional hearings and reports, and major agency publications; (2) sources of information on United States laws, regulations, and judicial decisions; (3) publications on treaties and executive agreements; (4) United States and United Nations publications on international economic conditions; (5) publications dealing with the protocol of conducting business in foreign countries; (6) banking, finance, marketing, shipping, and other logistics information sources; and (7) other reference tools. Also provided are a list of abbreviations used and a 13-item bibliography. (ESR)

ED 242 327

IR 050 689

McGrew, Mary Lou

Survey of the Status of Materials Selection Policies in Iowa Public School Districts in 1983 and Comparisons with Status in 1979. Based on a Study Sponsored by State of Iowa Department of Public Instruction and Department of Library Science, University of Northern Iowa.

Iowa State Dept. of Public Instruction, Des Moines; University of Northern Iowa, Cedar Falls. Dept. of Library Science.

Pub Date—83

Note—19p.; For related document, see ED 188 606.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Board of Education Policy, Censorship, Educational Media, Instructional Materials, Learning Resources Centers, Library Materials, Media Selection, Models, Policy Formation, Questionnaires, School Districts, School Libraries, School Surveys

Identifiers—Iowa

Replicating a 1979 study, a survey of school library media specialists in 440 Iowa school districts was conducted in the spring of 1983 to determine the influence of a model policy published by the Iowa Department of Public Instruction (DPI) on the development, adoption, and provisions of school district policies for the selection of instructional materials. There was a 91% response rate to the survey. It was found that the number of school board adopted policies increased significantly between 1979 and 1983; that the larger school districts were more likely to have a policy; and that there was a substantial amount of activity in formulation of new policies or in updating and revision of existing policies in the 4-year period. Local policy features based on the DPI model policy were found to include policy coverage of all instructional materials (rather than only library materials), detailed selection criteria, and procedures for delegating selection responsibility, reevaluating and withdrawing materials from existing collections, and handling objections to materials. It was concluded that the existence of the DPI model selection policy had an influence on the nature of local policies, but that the model's impact on school board adoption of selection policies was unclear. This report describes survey methodology and findings and presents a sample questionnaire. (ESR)

ED 242 328

IR 050 690

Wallace, Danny P.

The User Friendliness of the Library Catalog. Occasional Papers Number 163.

Illinois Univ., Urbana. Graduate School of Library and Information Science.

Pub Date—Feb 84

Note—44p.

Available from—University of Illinois, Graduate School of Library and Information Science, Publications Office, 249 Armory Building, 505 E. Armory Street, Champaign, IL 61820 (\$3.00 per copy).

Pub Type—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cataloging, Classification, Design Requirements, Filing, Indexing, Information Needs, Information Storage, Library Catalogs,

Literature Reviews, Objectives

Identifiers—Library Users, User Cordial Interface, User Needs

This paper reviews 19th and 20th century English-language literature dealing with the user friendliness of library catalogs and cataloging. Sections cover literature on: (1) the need for catalogs and the possibility of substituting subject bibliographies for the subject catalog; (2) user needs and the dichotomy between designing catalogs based on individual needs and the standardization of cataloging; (3) the basic purposes of catalogs and cataloging; (4) the advantages and disadvantages of various physical catalog forms, including card, book, and microform catalogs; (5) methods of arranging catalogs in dictionary or divided format and the comparative advantages of alphabetical and classified catalogs; (6) the content of catalog records, especially the amount and type of information included; (7) the nature of catalog entries, specifically the number and type of entry points for each item in the collection; and (8) the arrangement of alphabetical entries, i.e., in true alphabetical or alphabetico-classified format. It is concluded that the literature of the library catalog shows a concern for the catalog user but that the concern has been unsystematic and based on untested assumptions regarding user needs and wants. A review of 12 objectives of a user-oriented system, as enumerated by Dehning, Essig, and Maass, and the author's vita conclude the publication. (ESR)

ED 242 329

IR 050 691

Oberhauser, O.

Versuch Einer Einfachen Evaluation von Orientierungs-Veranstaltungen zur Bibliothekarischen Benutzerschulung. (A Simple Evaluation of Orientation Courses for Library User Instruction).

Universitaets Bibliothek der Technischen Universitaet, Vienna (Austria).

Report No.—ISBN-3-85448-001-6; UBTUW-83-004

Pub Date—Apr 83

Note—16p.; For related document, see IR 050 692.

Language—German

Pub Type—Tests/Questionnaires (160) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Libraries, Course Evaluation, Foreign Countries, Higher Education, Library Instruction, Library Research, Library Skills, Library Surveys, Program Evaluation, Questionnaires, User Satisfaction (Information)

Identifiers—Library Users, Technical University of Vienna (Austria)

In order to evaluate its library instruction program, a postal survey was conducted of students who participated in library orientation courses at the Technische Universitaet Wien (Technical University of Vienna) in Austria during the winter term of 1982/83. The orientation courses consisted of a 1-hour lecture on use of the library and a library tour. A total of 93 responses to the survey were received. Most students indicated that the information offered in the orientation courses was sufficient for their needs (90 of the 93 respondents) and that use of the library would help them complete their academic coursework (88 respondents). However, only a few students indicated an interest in further subject-oriented library instruction (9) or a willingness to participate in further discussion of the introductory library instruction (5). A sample questionnaire is included in this paper, which describes the library orientation courses and the methodology and results of the evaluation survey. (Author/ESR)

ED 242 330

IR 050 692

Oberhauser, O. Wurzl, R.

Zur Entwicklung der Bibliothekarischen Benutzerschulung an der Technischen Universitaet Wien. (The Development of Library User Instruction at the Technical University of Vienna).

Universitaets Bibliothek der Technischen Universitaet, Vienna (Austria).

Report No.—UBTUW-82-002

Pub Date—Aug 82

Note—78p.; For related document, see IR 050 691.

Language—German

Pub Type—Opinion Papers (120) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—College Libraries, Foreign Countries, Higher Education, Instructional Materials, Library Guides, Library Instruction, Li-

brary Research, Library Skills, Library Surveys, Program Evaluation, Program Improvement, Questionnaires, Teaching Methods, User Satisfaction (Information)

Identifiers—Library Users, Technical University of Vienna (Austria)

This report describes the library instruction program at the Technische Universitaet Wien (Technical University of Vienna) in Austria and proposes various program improvements, which are based in part on the results of a 1979 survey of over 2,600 faculty and students. An overview of the present state-of-the-art of library user education and training is given, covering the need for user education, formulation of instructional goals, the content of user education programs, methods and media used in bibliographic instruction, evaluation of user education programs, and personnel considerations. The use of small group instructional sessions, the development of instructional materials for library users, and other methods of bibliographic instruction utilized at the university are described. Selected results from the 1979 study are presented, including information on respondents' knowledge and use of library catalogs, materials, and services as well as information on their evaluation of library guides and the library instruction program. Also presented are short and medium term proposals for the development of future library user education activities in such areas as general library orientation, subject-oriented instruction, online end user education, and computer assisted instruction. Appendices provide a list of abbreviations used in the report and sample student and faculty questionnaires. (Author/ESR)

ED 242 331

IR 050 693

Fretwell, Gordon, Comp.

ARL Annual Salary Survey 1983.

Association of Research Libraries, Washington, D.C.

Pub Date—Feb 84

Note—60p.; For related document, see ED 229 048.

Available from—Association of Research Libraries, 1527 New Hampshire Ave., N.W., Washington, DC 20036 (ARL members, \$8.00 per year; non-members, \$10.00 per year).

Pub Type—Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Libraries, Annual Reports, Higher Education, Librarians, Library Personnel, Library Surveys, Questionnaires, Research Libraries, Salaries

Identifiers—Association of Research Libraries, Library Statistics

This report presents the results of the Association of Research Libraries (ARL) 1983 survey of librarians' salaries in 19 tables. A brief introduction summarizing the most important statistical findings from the survey notes that the fiscal 1984 median salary for ARL university librarians was \$24,940, an increase of 6.1% from the previous year. Explanatory notes and information on survey changes since the previous year are also provided. Data are presented in four major categories: (1) salary levels for personnel in ARL libraries; (2) median and beginning professional salaries in ARL non-university libraries; (3) average, median, and beginning professional salaries in ARL university libraries; and (4) distribution of personnel and average salaries for positions in ARL university libraries, with data characterized by sex, minority status, years of experience, type of institution, size of professional staff, and geographic region. Sample university and non-university library questionnaires and instructions for their use are also presented. (ESR)

ED 242 332

IR 050 694

Lawrence, Gary S. Matthews, Joseph R.

Detailed Data Analysis of the CLIR Online Catalog Project. A Final Report.

Matthews (Joseph R.) and Associates, Grass Valley, Calif.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.

Pub Date—Mar 84

Grant—CLR-2058

Note—375p.; For related documents, see ED 231 402-404.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Academic Libraries, Higher Education, Information Retrieval, Library Automa-

tion, *Library Catalogs, Library Research, Library Surveys, *Online Systems, Questionnaires, Research Libraries, *Search Strategies, Statistical Analysis, Tables (Data), *User Satisfaction (Information), Use Studies

Identifiers—*Library Users, *User Needs

In 1981 and 1982, a group of 5 organizations conducted a coordinated study of public online catalog users and nonusers in 31 research, academic, community college, public, and governmental libraries with 17 different online catalogs. It was found that: (1) the most important user characteristic linked with success and satisfaction in using online catalogs was frequent experience with the online catalog itself; (2) the kind of search being performed was also important as a determinant of success and satisfaction; (3) users adapt their search approaches to the capabilities and limitations of the online catalogs used; and (4) the form and nature of training and user assistance were important, with users who received at least some initial training and assistance showing more satisfaction and success than those who did not. This report presents a detailed data analysis of the project, covering statistical techniques employed and the findings related to users, search tasks, the online system's user interface, and the library setting. Extensive appendices provide a 25-item project bibliography, a sample user questionnaire, tables showing regression analyses for all user variables from the 4 largest academic systems (University of California, Ohio State University, Syracuse University, and Northwestern University), and bar charts with information on user variables from 13 libraries. (ESR)

ED 242 333

IR 050 695

Johnson, Ian M.

Library Technicians in the USA.

Pub Date—80

Note—114p; Report to the Library Association and the English Speaking Union on a Study Tour (September 8, 1980 to October 6, 1980), Sir Evelyn Wrench Travelling Fellowship, 1980.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Accreditation (Institutions), Advisory Committees, Associate Degrees, Career Guidance, Course Content, *Degree Requirements, Distance Education, *Employment Qualifications, *Library Education, *Library Technicians, *Occupational Information, Training Objectives, Two Year Colleges

Based on discussions with librarians, library personnel managers, and instructors involved in junior college library technician programs in eight cities, this report of a September 1980 study tour describes the training of library technicians in the United States. Sections cover aims of the study tour; planning the tour; the organization of post-high school education and the development of the library technician movement in the United States; the definition of a library/media technical assistant (L/MTA); L/MTA training program development and structure; the range, level, and duration of L/MTA courses; and distance learning, the job market, certification, and accreditation for L/MTAs. Problems perceived are outlined as the lack of a widely accepted definition of what a technician is and could do; the need for a unified hierarchy of courses with compatibility of qualifications, and content based on task analysis; the need for local advisory committees and external assessment to develop and maintain L/MTA program standing; and the lack of coordination of existing distance learning projects. Recommendations for the improvement of U.S. programs and a series of questions to be considered in Britain are also presented. Extensive appendices present extracts from training program outlines, a manual of position classification standards, and career advisory handbooks; a 10-item bibliography; and a trip itinerary. (ESR)

ED 242 334

IR 050 696

Saunders, Wilfred L.

Professional Education for Library and Information Work in the Socialist Republic of Macedonia. Yugoslavia: Establishment and Development of National and Regional Training Programmes in the Field of Information. Technical Report.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—FMR/PGI/82/157; RP/1981-1983/5/10.1/05

Pub Date—82

Note—68p; Report prepared for the Government

of the Socialist Federal Republic of Yugoslavia. Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Course Content, Foreign Countries, Graduate School Faculty, Guidelines, Higher Education, *Information Science, *Library Education, Library Schools, Long Range Planning, *Masters Programs, *Program Development

Identifiers—Information Infrastructure, Scientific and Technical Information, *University of Skopje (Yugoslavia), *Yugoslavia (Macedonia)

Based on a 1982 study trip to the Socialist Republic (SR) of Macedonia in Yugoslavia, this report describes the need for professional library education in Macedonia and presents recommendations for the establishment of a master's degree program in information studies at the University of Skopje. Sections cover the trip itinerary; professional education in Croatia and Herzegovina; the Macedonian scientific and technical information infrastructure and related organizations, institutes, and libraries; the general library/information infrastructure in SR Macedonia; manpower needs for professional librarians; the nature of present-day library and information work; possible forms of professional library education; undergraduate and graduate education in SR Macedonia, particularly at the University of Skopje; and results of discussions with government officials and educators. Recommendations for establishing library education at the University of Skopje are then presented, covering teaching staff requirements, recommended visits of observation to operational library/information units, necessary equipment, collection of professional literature to support the program, recruitment of expatriate staff, overseas staff training, and course content. An appendix presents extracts from the 1978 "UNISIST Guidelines for Curriculum Development in Information Studies." (ESR)

ED 242 335

IR 050 697

Hamilton, David D. Tucker, Richard N.

Resources Centres in Scottish Schools.

Scottish Council for Educational Technology, Glasgow.

Report No.—ISBN-0-86011-066-4

Pub Date—83

Note—49p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Catalogs, Educational Media, Elementary Secondary Education, Evaluation Criteria, Foreign Countries, Institutional Cooperation, *Learning Resources Centers, Library Facilities, *Library Materials, *Library Services, *Nonprint Media, Publications, Questionnaires, Reprography, *School Libraries

Identifiers—*Scotland

A survey of 152 Scottish primary and secondary schools was conducted in 1982 to determine the extent of development, organization, and services of school library resources centers. Teachers and school librarians from 129 schools replied to the questionnaire, with 124 respondents indicating the presence of a resources center in their school. Information was collected on the organization of book and non-book materials within the entire school; the presence of a catalog of library and/or school resources; the availability of areas for preparation of resources, study areas, and reprographic equipment; the links existing between school resources centers; and the knowledge that schools have of the holdings of other centers in their district. It was found that school resources centers in Scotland do not exist in the abundance that was presumed prior to this study, regardless of whether findings were compared with a model definition of a resources center developed by Norman Beswick, or considered independently of established criteria for resources centers. This report describes survey methodology and findings and also discusses the definition of the term "resources center." A 23-item bibliography, a sample questionnaire, and a summary of respondents' comments on the questionnaire are also provided. (ESR)

ED 242 336

IR 050 698

UCR Library Sign System Manual. California Univ., Riverside. Library.

Pub Date—Jan 84

Note—30p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Libraries, *Guidelines, Higher Education, Illustrations, Library Facilities, Library Materials, Library Services, Master Plans, *Policy, *Signs, *Specifications

Identifiers—Library Procedures, *University of California Riverside

This manual outlines the procedures to be used for producing and placing signs within the libraries of the University of California, Riverside and presents examples of signs which conform to the library sign policy. The sign policy itself is described as well as procedures for requesting new or revised signs and for sign removal. Drawings of approved signs and specifications for their use, size, material, color, and placement are presented within six categories: (1) orientation signs to orient users to building resources, e.g., main lobby, floor, and area directories; (2) identification signs for major areas and service points, individual rooms, and parts of the library collection; (3) directional signs to be placed at decision points on major routes to library resources; (4) instructional signs, which convey a single message in the use of catalogs, major tools, and services; (5) regulatory signs, e.g., notices of no smoking areas, emergency procedures, and copyright regulations; and (6) current awareness signs informing users of special events, library hours, exhibits, building changes, and new services or publications. Sample sign and nameplate request forms are also provided. (ESR)

ED 242 337

IR 050 699

LSCA Promotes: Sharing, Cooperation, Linking.

Project Descriptions and Impact.

Michigan State Library, Lansing.

Pub Date—[82]

Note—50p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Computer Output Microfilm, Hearing Impairments, Interlibrary Loans, *Library Collections, *Library Cooperation, Library Networks, *Library Services, Physical Disabilities, Program Descriptions, *Public Libraries, Shared Services, *State Federal Aid, Union Catalogs, Visual Impairments

Identifiers—*Library Services and Construction Act, *Michigan

To assist in the dissemination of information concerning Michigan public library projects funded under the Library Services and Construction Act (LSCA), this publication presents a collection of project reports from grant recipients. The state LSCA long range planning and report process is briefly described and members of the LSCA Planning Committee are listed. Reports are presented in three categories: (1) cooperative sharing, including resource and information sharing, centralized purchasing and processing, centralized cataloging, development of computer output microform (COM) union catalogs, interlibrary lending, computerized circulation control, development of a cooperative holdings database, and automated bibliographic control; (2) expansion of library service to the handicapped, including urban and suburban services to the blind, the deaf and hearing impaired, and the physically handicapped; and (3) development of special collections including outdoor education (nature study), film, Russian language, videocassette, and major urban resource collections. Each report contains funding information, the name and address of the grant recipient, the name of the project director, a map showing the location of the grant recipient, a list of project objectives, a project description, and an evaluation of the project. (ESR)

ED 242 338

IR 050 700

Kranich, Nancy, Comp.

Copyright Policies in ARL Libraries. SPEC Kit 102.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

Pub Date—Mar 84

Note—118p.

Available from—Systems and Procedures Exchange Center, Office of Management Studies, Association of Research Libraries, 1527 New Hampshire Ave., NW, Washington, D.C. 20036. (Individual kits for non-members, \$15.00; kits for ARL members, \$7.50. Orders outside of Canada and the U.S. add \$5.00 for shipping and handling.)

Pub Type—Collected Works - General (020) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Libraries, Archives, *Copyrights, Interlibrary Loans, *Library Materials, Musical Composition, Position Papers, *Reproduction, *Research Libraries
Identifiers—*Manuscripts, *Reserve Reading Rooms

This collection of copyright policies from member libraries of the Association of Research Libraries (ARL) contains: (1) ARL briefing papers on reproduction of copyrighted materials for classroom use and current issues in library photocopying; (2) university copyright policies from New York University, Rutgers University, University of California-Davis, and University of Wisconsin; (3) university library general guidelines from University of Missouri-Columbia, Virginia Polytechnic Institute, and University of Virginia; (4) eight library reserve room policies; (5) photocopy guidelines from Columbia University, University of California-Los Angeles (UCLA), University of California-Riverside, and Yale University; (6) interlibrary loan copyright policies from Florida State University, University of California-Berkeley, and UCLA; (7) nine media and music reproduction policies; (8) manuscripts and archives policies from Duke University, New York University, Notre Dame, and UCLA. A concise summary of copyright issues and trends focuses on reserve room policies; intra- and interlibrary copying guidelines; reproduction of music, media, and unpublished materials; copyright problems related to new information technology; and the public lending right. A 27-item bibliography and an evaluation sheet for this ARL Systems and Procedures Exchange Center (SPEC) kit are also provided. (ESR)

ED 242 339 IR 050 702

Research Libraries and Library Schools. Proceedings of a Meeting of the Canadian Association of Research Libraries and the Canadian Council of Library Schools (Saskatoon, Saskatchewan, Canada, June 9, 1982).
Canadian Association of Research Libraries, Montreal (Quebec).
Pub Date—9 Jun 82
Note—59p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Libraries, Enrollment, Faculty Development, Foreign Countries, Institutional Cooperation, Internship Programs, Job Skills, Labor Needs, *Librarians, *Library Education, Library Research, *Library Schools, Library Surveys, *Research Libraries, Work Experience
Identifiers—*Canada

This conference brought together Canadian library school deans and directors of Canadian academic and research libraries to discuss the education of librarians. Following introductory remarks by Anne Woodworth, papers presented include: (1) "Curricular Needs," in which Margot B. McBurney summarizes survey results and recent activities related to library directors' perceptions of skills required for librarians; (2) "Constraints of Accreditation," by Norman Horrocks; (3) "Internships," in which Robert Lee describes reactions of student interns, library administrators, and library educators to intern programs; (4) "Role of Internship in Library Education," in which Katherine H. Packer discusses library internships from the point of view of library educators and describes the types of internship programs available at seven Canadian library schools; (5) "Future Needs for University Librarians," in which Paul-Emile Filion presents the results of a 1982 survey of employment opportunities at member libraries of the Canadian Association of Research Libraries (CARL); (6) "Enrollment and Recruitment in Library Science Professional Programs," in which William J. Kurney presents data on the number of applications, acceptances, and enrollments in Canadian library schools; (7) "Experience: Foundation or Impediment to the Effective Teaching of Librarianship," in which Alan H. MacDonald discusses work-experience and operational research opportunities as means for library educators to keep abreast of the current library workplace situation; and (8) "Faculty Experience and Research," in which W. J. Cameron describes ways in which faculty members renew their practical experience and the kinds of research conducted in library schools. Also presented are summaries of conference discussions, a list of conference participants, a conference agenda, and suggestions for further points of discussion. (ESR)

ED 242 340

Johnson, Liliane Parbot, Comp.

It's OK to Get Smart with Us—We're Your Public Library. A Statewide Multimedia Public Awareness Campaign.

Council for Florida Libraries, Tallahassee, FL.

Pub Date—Apr 82

Note—20p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advertising, *Library Extension, Library Role, *Library Services, Mass Media, *Outreach Programs, Program Descriptions, *Publicity, *Public Libraries
Identifiers—FF Project

A 3-year project to generate awareness and utilization of the nontraditional services offered by the Florida public libraries is described. The presentation is divided into two sections: an overview of the program to date and examples from the media campaign. Within section 1, three distinct phases of the project are identified and described: planning, implementation of a public awareness campaign, and implementation of a business awareness campaign. For the planning phase, procedures for selection of offices, equipment, personnel, advertising sites, and slogans are outlined. For the implementation phases, media and interlibrary aspects of the campaign are described and assessed based on follow-up surveys. Nationwide recognition of the program is noted. Changes made for the 1983-84 program are summarized briefly. To emphasize the scope and focus of the program, examples of the campaign's television advertising are provided in section 2. The program's focus on reaching a diverse audience is reflected in spots on construction workers, the elderly, families, teenagers, and Florida celebrities, all of whom use the library. (LP)

ED 242 341

IR 060 021

A Library Media Guide for Vermont Schools.

Vermont State Dept. of Education, Montpelier.

Div. of Federal Assistance.

Spons Agency—Department of Education, Washington, DC.

Pub Date—81

Note—135p.

Pub Type—Guides - Non-Classroom (055) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Curriculum Guides, Educational Media, Elementary Secondary Education, Learning Activities, *Learning Resources Centers, Library Guides, *Library Instruction, *Library Services, Library Skills, *Program Development, Program Improvement, Resource Materials, *School Libraries, Worksheets
Identifiers—FF Project

This guide is designed to be used in developing and improving school library media programs and in teaching students how to use the library. Topics covered include: general philosophy; specific goals; roles and responsibilities; resources needed; creating a library media center; curriculum (including a brief scope and sequence of library skills); public relations ideas; hints for lettering bulletin boards, posters, and signs; bulletin board ideas; evaluation tools; suggestions for what to include in print and nonprint media collections and in equipment collections; a suggested reading list for media personnel; a bibliography of library skills resource books; a list of sources of free and inexpensive materials; a directory of publishers, producers, and suppliers of print and nonprint media; and a bibliography of school library media center guides. More than half of this guide comprises curriculum for teaching library skills to elementary and secondary students. Objectives, activities, and worksheets for instruction in the following areas are provided: locating materials; care of materials; circulation procedures; reading for enjoyment; assisting in the media center; parts of a book; card catalogs; the Dewey decimal system; reference materials; outlining; audiovisuals and equipment; periodicals; reading enrichment; and book annotations. (DC)

JC

ED 242 342

JC 830 511

Holleman, John J.

A Master Plan for the Use of Telecommunications for Instruction and Community Services in the

Peralta Community College District.

Pub Date—83

Note—142p.; Ed.D. Dissertation, Nova University.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Guides - Classroom - Teacher (052) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*College Planning, Community Colleges, *Delivery Systems, Distance Education, *Educational Technology, Personnel Needs, *Program Development, *Telecommunications, Two Year Colleges

Identifiers—*Peralta Community College District CA

A study was conducted to investigate the types of telecommunications systems available for the delivery of instructional material at higher education institutions; coordinated and integrated telecommunication systems being used by educational institutions, the military, and industry in the United States and other countries; and the current state of telecommunications in the Peralta Community College District (PCCD) and potential for expansion. A review of the literature on telecommunications technologies, and site visits and interviews conducted in the PCCD led to the following conclusions: (1) an extensive telecommunications technology, including radio, broadcast and cable television, instructional television fixed service (ITFS), microwave, slow-scan television, satellite television, and videodisc, is being used to deliver education to non-traditional and distant learners; (2) the PCCD can expand its alternative instructional and community services programs through the development of an integrated, coordinated telecommunication system; and (3) the PCCD has the basic facilities, equipment, and staff necessary to expand its telecommunications operations into a model system. A 5-year plan for the sequential development of a telecommunication system for the district was recommended. Appendices include an inventory of the PCCD telecommunications equipment, a proposed space utilization plan, ITFS authorization information, equipment and personnel requirements, and an outline of the 5-year plan. (Author/HB)

ED 242 343

JC 840 057

CLAST: College-Level Academic Skills Test. Technical Report, 1982-83.

Florida State Dept. of Education, Tallahassee.

Pub Date—83

Note—71p.

Pub Type—Reports - Descriptive (141) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Achievement Tests, Item Analysis, Postsecondary Education, Scoring, Skill Analysis, Standardized Tests, *Test Construction, Testing Programs, Test Manuals, Test Results, Test Use, Undergraduate Study

Identifiers—*College Level Academic Skills Test, *Florida

This technical report describes the development of the College-Level Academic Skills Test (CLAST), an instrument designed to measure Florida college students' achievement of the computation and communication skills expected by the completion of their sophomore year. Section I covers CLAST's background and purpose, the requirement that all students seeking an associate in arts degree or upper-division university status take CLAST, the use of CLAST scores, and the test administration plan. Section II traces the development of CLAST, explaining the process of identifying and validating essential academic skills; the identification and review of existing tests; test and test item specifications; and the process used in item development, review, and analysis. Descriptions of CLAST and its computation, reading, writing, and essay subtests are provided in section III. Section IV explains the development of CLAST forms, focusing on procedures related to the item bank development, test assembly, test instructions, quality control, and test analysis. After section V assesses CLAST's validity, section VI reviews technical aspects of CLAST's development, including calibration methods, generation of ability estimates, test equating, score reliability, item bias prevention, and item analysis. Section VII explains scoring and reporting procedures, and section VIII summarizes 1982-83 CLAST administration results. Appendices present a glossary, relevant laws, skills assessed, project members, and CLAST item review forms. (LAL)

ED 242 344 JC 840 058

CLAST: College Level Academic Skills Test. Test Administration Plan, 1983-84.
Florida State Dept. of Education, Tallahassee.
Pub Date—84
Note—35p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Standards, *Achievement Tests, Postsecondary Education, *Standardized Tests, *Statewide Planning, *Testing, *Testing Programs, Test Manuals, Undergraduate Study Identifiers—*College Level Academic Skills Test, *Florida

This test administration plan sets forth the terms and conditions governing the administration of the College Level Academic Skills Test (CLAST), an instrument designed to measure the achievement of the communication and computation skills expected of all students by the time they complete their sophomore year. CLAST scores are required of all Florida college students seeking an associate in arts degree or seeking upper-division status at a state university in Florida. First, information is provided on the purpose, status, and effective date of the administration plan. The next sections present an overview of CLAST's development; purposes; reading, writing, computation, and essay subtests; and testing schedule. After detailing the responsibilities of the College-Level Academic Skills Project (CLASP) Office, the Statewide Test Administrator, and the Institutional Test Administrator for ensuring the uniform, secure, and professional administration of the test across the state, the plan provides information on regular and additional CLAST administrations in 1983-84. Subsequent sections contain information on eligibility to take CLAST; registration of examinees; requests to take CLAST in another institution; ordering test materials; test administration; scoring conventions; reporting test results; verification of score reports; recording and use of CLAST scores; student appeals; setting passing scores; retake policy; and investigation of alleged irregularities. Appendices include a glossary, laws relating to CLAST, the CLASP organization, and a test description. (LAL)

ED 242 345 JC 840 094

Adams, Esther

Articulation Activity for Accounting Programs: Project Results and Descriptive Report. Final Report.

Blackhawk Technical Inst., Janesville, Wis.
Spons Agency—Wisconsin State Board of Vocational, Technical and Adult Education, Madison.
Bureau of Research, Professional and Student Development.

Pub Date—Jun 82
Note—73p.; Cover title "Accounting Competency Certificate."

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Accounting, *Articulation (Education), *Business Education, College Curriculum, Competency Based Education, *Curriculum Development, Educational Certificates, High Schools, Secondary School Curriculum, Technical Institutes, Two Year Colleges

In response to the need for a basic articulated accounting curriculum providing for a smooth transition from the secondary to the postsecondary level, Blackhawk Technical Institute (BTI) conducted a project to develop a master list of accounting competencies as the basis of a core accounting curriculum; to determine competency standards; to establish a rating scale for competency evaluation; to develop a competency certificate of record; and to establish professional contacts between secondary and postsecondary staff. The project's objectives were met during a series of three meetings during which representatives from BTI and local high schools: (1) agreed upon objectives, reviewed major competency categories, and established a time frame; (2) presented course outlines, agreed upon course titles, and discussed the skills to be included in the competency record; and (3) completed the categorization of content, selected competencies, agreed upon a rating scale, and determined the record format. The bulk of the report consists of appendices, which provide the request for proposal for the articulation project; BTI's proposal; the letters and minutes corresponding to each meeting; the finalized competency record, which lists competencies by course and provides for evaluation at both

the secondary and postsecondary levels; information on BTI's accounting program curriculum, policies, and procedures; area high school curriculum materials; and administrative letters of support. (LAL)

ED 242 346 JC 840 095

Kumar, Vasant Tradewell, Mary D. J.
Employer Needs Survey Report: A Report on Employer Needs and Thoughts about Programs, Courses and Services.

Indianhead Vocational, Technical and Adult Education District, Shell Lake, Wis.
Pub Date—Nov 80
Note—171p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Community Surveys, *Educational Needs, *Employer Attitudes, *Employment Opportunities, *Employment Patterns, Employment Projections, Employment Qualifications, Job Training, *Labor Education, Needs Assessment, Nonschool Educational Programs, Occupational Surveys, Questionnaires, *School Business Relationship, Technical Institutes, Two Year Colleges

An employer needs assessment was conducted in the Wisconsin Indianhead Vocational, Technical, and Adult Education District to develop a profile of local employers; determine the vocational education training levels required by the employers; ascertain employers' roles in training; and determine employers' perceptions of Wisconsin Indianhead Technical Institute (WITI). A 33-item questionnaire was sent to 6,999 employers in January 1980. Study findings, based on responses from 2,251 (32.2%) of the employers, included the following: (1) the responding firms were primarily involved in public service (17%), business and office occupations (15%), and construction (11.5%); (2) 16.6% of the employers planned to expand their businesses within the next 2 years; (3) 635 of 1,928 respondents considered vocational/technical training as a hiring prerequisite for some positions; (4) 28.2% of the employers assisted their employees to enroll in training programs by granting release time, 27.1% through tuition reimbursement, 11.2% through company-sponsored courses, and 6.0% by sharing costs; and (5) 57.9% felt WITI was doing an excellent or above average job in preparing students, and 43.7% thought it was meeting the community's educational needs. The survey instrument, lists of training programs in which respondents were involved, employer comments and suggestions, and information profiling the business community in the district are appended. (HB)

ED 242 347 JC 840 103

A Study of the Virginia Community College System System Offices.

Virginia State Dept. of Community Colleges, Richmond.

Pub Date—15 Sep 83

Note—333p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—*Administrative Change, *Administrative Organization, *Agency Role, College Administration, *Community Colleges, *Reduction in Force, State Agencies, State Boards of Education, *Statewide Planning, Two Year Colleges

Identifiers—*Virginia

This study of the Virginia Community College System (VCCS) was conducted to provide a basis for the comprehensive restructuring of the VCCS system offices and for the reduction of staffing levels. Part I provides background on the study, and its limitations, assumptions, and procedures. Part II outlines the purpose of the VCCS system offices and delineates the responsibilities of the State Board for Community Colleges, the Chancellor of Community Colleges, and the system offices. Part III provides an overview of the functional analysis that was conducted of the system offices, offering information on the offices' current organization and staffing and including recommendations with respect to each of the offices and divisions within the VCCS. Proposals for restructuring the offices are presented in part IV, which includes a suggested organizational chart, position modifications, and reduced staffing levels. The bulk of the report consists of appendices, which include statutes and resolutions pertaining to the VCCS, information on transitions in the major central office from 1971 to 1983, the

functional analysis of the system offices, and recommendations of the Governor's Task Force on Science and Technology related to the community colleges. (HB)

ED 242 348 JC 840 106

Kronquist, Shirley And Others

A Study to Determine Non-Academic Traits of a Successful Student in an Open Learning Center Environment at John Wood Community College.

Pub Date—Nov 83

Note—36p.; Graduate seminar paper, Western Illinois University.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Persistence, Community Colleges, Competency Based Education, *Drop-out Characteristics, *Locus of Control, *Nontraditional Education, Open Education, *Student Characteristics, Two Year Colleges, *Two Year College Students, Withdrawal (Education)

Identifiers—*John Wood Community College IL
John Wood Community College's Open Learning Center (OLC) offers an alternative to traditional classroom approaches using one-to-one instruction, a competency-based learning format, and flexible scheduling. Due to concern over the high attrition rate in OLC courses, a study was conducted to identify the characteristics and variables contributing to successful course completion. The study sample consisted of all students enrolled during fall 1981 in one of four courses (i.e., Introduction to Math, Rhetoric and Composition I, Computer Usage and Impact, and Principles of Accounting I). Student records provided information on 13 non-academic variables (i.e., number of days per week and time of day spent at OLC; student intent, financial aid status, gender, age, time out of high school, and number of semester hours transferred to and completed at the college), and the Rotter Internal-External Control Scale was used to determine students' locus of control. The study found no significant relationship between any of the non-academic variables or locus of control and successful course completion and no significant differences in the locus of control of the OLC students and those in other educational settings. It was concluded that further research was needed to determine the characteristics contributing to successful course completion. (LAL)

ED 242 349 JC 840 115

Moody, George V.

The Financing of Mississippi Public Junior Colleges.

Mississippi State Dept. of Education, Jackson. Div. of Junior Colleges.

Pub Date—Jun 83

Note—27p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Ancillary School Services, Budgeting, Capital Outlay (for Fixed Assets), Community Colleges, *Educational Finance, Educational Trends, *Expenditures, Federal Aid, *Financial Policy, *Financial Support, *Income, State Aid, State Surveys, Tuition, *Two Year Colleges

Identifiers—*Mississippi

Focusing primarily on current unrestricted and restricted funds, auxiliary funds, and plant funds, this report explains and provides historical and current data on the revenues and expenditures of the public junior colleges in Mississippi. The first section examines current unrestricted and restricted funds, indicating that the total revenues and expenditures for the educational and general (E&G) fund budgets of the colleges totalled \$95 million in fiscal year 1982. Information is also provided on: (1) revenues from student fees, including data on average semester charges during the past decade, educational grants, and tuition charges in Mississippi contrasted with other southeastern states; (2) college support from county taxes, including data on statutory limits and requirements; (3) direct and indirect state support, including data on allocations for academic; vocational; part-time, evening, and summer academic; and associate degree nursing support; (4) revenue from federal funds; and (5) income from sales, services, and other sources. In addition, expenditures for E&G purposes are examined and the processes for local budgeting and making budget requests for state support are explained. The next section looks at revenues and expenditures related to auxiliary services, such as housing, food services, and stores. Finally, information on the financing of capital improvements is presented, including an overview of state appropriations for 1990

to 1982 and a discussion of expenditures from plant funds. (LAL)

ED 242 350 JC 840 136

Tate, Elizabeth

Emergency Nursing-N421.

Pub Date—14 Mar 84

Note—25p.; Graduate seminar paper, University of California, Los Angeles.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Course Content, Course Descriptions, *Course Objectives, *Nursing Education, Postsecondary Education

Identifiers—*Emergency Medical Services

A description is provided of "Emergency Nursing," an undergraduate nursing course designed to provide a concentrated learning experience in emergency care. The description first provides information on the curriculum placement of the course, allotment of class time, and the targeted student population, followed by a glossary of relevant terms. The next section delineates course rationale, major course goals, long-range objectives, and unit titles and time allotted to each. Next, a list of instructional materials identifies required texts and manuals, general references, and required audio-visual materials. Descriptions are then provided for each of the course's seven units: (1) triage; (2) shock management; (3) chest trauma, chest pain, and respiratory emergency; (4) abdominal emergency; (5) obstetrical-gynecological emergency; (6) neurological emergency; and (7) legal considerations in the emergency room. Each unit description provides an overview of the topic, sets forth unit goals and specific instructional objectives, and includes a bibliography of required and recommended readings. Finally, information is provided on student and instructor evaluation, and procedures for course revision are outlined. (LAL)

ED 242 351 JC 840 140

Rae, John And Others

A Market Study for the Center for the Performing Arts.

Macomb Community Coll., Warren, MI. Center for Community Studies.

Pub Date—Jan 84

Note—62p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Attendance Patterns, *Community Attitudes, Community Characteristics, Community Colleges, *Community Support, Community Surveys, Leisure Time, Questionnaires, School Community Relationship, *Theaters, Two Year Colleges

In fall 1983, a telephone survey was conducted by Macomb Community College (MCC) to assess community perceptions of the college's Center for the Performing Arts (CPA) and to aid in developing marketing strategies for the Center. Interviews were conducted with 500 randomly selected Macomb County (Michigan) residents to determine if they had attended a performance at the Center, their perceptions of the facilities and performance, reasons for not attending, sources of information about Center events, attendance at other entertainment centers, leisure time pursuits, participation in other campus activities, and personal characteristics. Study findings included the following: (1) 9% of the respondents had attended a performance at the Center; (2) those who had attended a Center event tended to be more educated, more likely to have personal involvement in art activities, and more likely to be in business, professional, or technical occupations than those who had not; (3) 93% of those who had attended a performance reported their experience as "enjoyable" or "very enjoyable," and (4) 28% of those who had attended a performance and 23% of those who had not had heard of the Center through the newspaper. Based on study findings, it was recommended that MCC attempt to better inform the community about the Center and the high quality of its offerings through the use of newspapers and by targeting residents with arts experiences and MCC music students and high school students. The interview schedule is appended. (Author/LAL)

ED 242 352 JC 840 141

Etheridge, Sandra Y.

An Analysis of the Cost Efficiency of the Math-Science Division Instructional Personnel at Gulf Coast Community College.

Gulf Coast Community Coll., Panama City, Fla.

Pub Date—[84]

Note—79p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*College Faculty, Community Colleges, *Cost Effectiveness, Expenditures, *Faculty Evaluation, *Productivity, *Program Costs, Two Year Colleges

Prepared to provide a comprehensible and useable statement of the productivity of the members of the Math-Science Division at Gulf Coast Community College (GCCC), this report presents the methods and findings of a study of the income and expenditures related to each full- and part-time faculty member in the division. Following introductory material on the purposes of the study, part I describes the Math-Science Division and the courses taught in its mathematics, physical science, and biological sciences departments. Part II addresses the funding of GCCC with respect to state allocations, tuition and other sources of income, and offers information on institutional expenditures for 1978-79. Part III explains the methods used to calculate the productivity and financial efficiency of the faculty members in terms of profit (loss) statements, and presents findings for each department. Finally, part IV presents conclusions; offers suggestions for lowering the costs of laboratory classes (which when taught by full-time faculty resulted in a net loss to the division); and discusses the appropriate and inappropriate use of evaluations based on profit (loss) statements. (LAL)

ED 242 353 JC 840 142

Newton, Marsha

Nursing 572: Principles of Family Planning.

Pub Date—14 Mar 84

Note—25p.; Graduate seminar paper, University of California, Los Angeles.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Contraception, *Course Content, Course Descriptions, Course Evaluation, *Course Objectives, *Family Planning, Gynecology, Higher Education, *Nursing Education

A description is provided of "Principles of Family Planning," a course designed for graduate nursing students or practicing nurses seeking continuing education credit. The first sections of the course description provide a rationale for the course, information on its curricular placement, scheduling information, and statements of long-range and end-of-course goals. Next, the units of instructional materials are listed. The following sections provide descriptions of each of the eight units of the course: (1) Psychosocial Aspects of Family Planning; (2) The Menstrual Cycle; (3) Fertility Awareness; (4) Preparing a Sexual History; (5) The Gynecological Examination; (6) Intrauterine Devices and Oral Contraceptives; and (7) Family Planning in Clinical Practice. For each unit, an overview of the topic is provided, goals and specific objectives are delineated, and required and suggested readings are listed. Finally, information on course grading, course evaluation, and provisions for students not meeting course objectives is presented. (LAL)

ED 242 354 JC 840 143

A Working Partnership for 1993: Linking Community Colleges and Business. Conference Summary. (Sacramento, California, May 13, 1983).

Pub Date—Nov 83

Note—38p.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Curriculum, *Community Colleges, *Cooperative Programs, Financial Support, Governance, Government School Relationship, Information Needs, *Job Training, Labor Market, Program Descriptions, *School Business Relationship, State Government, State Programs, Technological Advancement, Two Year Colleges, Vocational Education

Identifiers—*California

Summaries are provided of the presentations, discussions, and major conclusions of a conference convened in May 1983 to develop mechanisms for improving the linkages between industry and community colleges in California. Introductory material offers an overview of the conference's goals, employment training in California, and the role of the community colleges. The next section summarizes

the major problem areas and potential solutions that were identified during the conference regarding employment training and vocational education. Next, summaries are presented of the following presentations: "History of Partnerships between Colleges and the Private Sector," by Sam Farr; "Model Programs in the Los Rios Community College District," by David Mertes; "The Governor's Approach to Employment Training in California," by Kirk West; "Exemplary Programs in San Mateo Community College District," by Lois Callahan; "Working Partnership between the Sacramento Area Commerce and Trade Organization and the Community Colleges," by Alan Ewen; "Partnerships between the American Electronics Association and the Community Colleges," by Amy Klausner; "The Role of the Employment Training Panel," by Elinor Glenn; "Overview of Community College-Industry Partnerships in California," by Gerald Hayward; and "Employment Training and the Legislature," by Bill Greene. Finally, informal discussions regarding funding, governance, private sector involvement, use of new technologies, labor market data needs, and curriculum and teaching are summarized. (LAL)

ED 242 355 JC 840 144

Koltai, Leslie Wolf, David B.

Critical Issues Facing the Community College.

Pub Date—Feb 84

Note—13p.; Summary of the Colloquium on the Critical Issues Facing the Community Colleges (Los Angeles, CA, February 9-10, 1984).

Pub Type—Reports - Descriptive (141) — Opinion Papers (120) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, *Community Colleges, Conferences, Curriculum Development, *Educational Finance, Educational Planning, *Educational Quality, *Educational Technology, Financial Support, Two Year Colleges

Resulting from a 2-day conference held to discuss the most critical issues facing community colleges, this paper provides summaries of the participants' conclusions regarding finance, access, quality, and technology. The first section reviews the relationship between mission and finance, asserting that proper institutional support includes moving away from funding mechanisms that are primarily enrollment driven and diversifying sources of support to protect against future funding crises. The next section reflects the participants' concerns about access to education, suggesting that community colleges introduce technological improvements, view clients as consumers, search for effective ways to integrate counseling and instruction, and develop leadership for student services. The impact of new technologies on the community colleges is discussed next, focusing on changes in curriculum, classroom activities, costs, and the need to balance organizational benefits against the perceived costs of increased technology use. The next section examines concerns about quality, recommending that greater care be taken in curriculum structuring, that vocational programs adopt more stringent standards, and that reforms emerging in secondary education be noted. Finally, additional themes emerging from the conference related to the community college mission, the need for public assistance, and new relationships with schools of education that research the community college are highlighted. (LAL)

ED 242 356 JC 840 145

Update of Community College Transfer Student

Statistics, Fall 1983. Commission Report 84-10. California State Postsecondary Education Commission, Sacramento.

Pub Date—Mar 84

Note—47p.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age, Asian Americans, Black Students, *College Transfer Students, Community Colleges, *Enrollment Trends, *Ethnic Groups, Females, Majors (Students), Males, Mexican Americans, Postsecondary Education, State Colleges, State Surveys, State Universities, *Student Characteristics, *Two Year College Students

Identifiers—*California

Since 1978, annual studies have been conducted of the flow of transfer students from the California community colleges to the University of California (UC) and California State University (CSU). The studies have focused on trends in the numbers of

transfers and the ethnicity, majors, and age of transfer students. Findings from the study of fall 1983 transfers, contrasted with findings from previous years, indicated: (1) more students transferred from the California community colleges to the UC and CSU in fall 1983 than in fall 1982, but the number enrolling in each segment was less than the number who transferred each fall term between 1970 and 1980; (2) for the UC system, the fall 1983 increase was 3.3%, while the increase for the CSU system was 1.5%; (3) significant increases in transfers were found for 30% of the community college districts between fall 1982 and 1983; (4) for men transferring to the UC, engineering and liberal/general studies were the two fields in which the largest numbers had majors, while at the CSU, business and management majors ranked first among transfers of both sexes; (5) numbers and percentages of Asians, Black, and Chicano transfers increased between 1980 and 1983 at the UC, with Asians experiencing the largest increase; (6) among fall 1983 UC transfers, the ratio of men to women was 52 to 48 for all ethnic groups combined; and (7) CSU transfer students were generally older than UC transfers. Extensive data tables are appended. (Author/LAL)

ED 242 357 JC 840 146

Washington Community Colleges Academic Year Report, 1982-83.

Washington State Board for Community Coll. Education, Olympia.

Pub Date—[84]

Note—120p; Best copy available.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Administrators, Capital Outlay (for Fixed Assets), College Faculty, College Role, *Community Colleges, *Educational Facilities, *Educational Finance, *Enrollment Trends, *Expenditures, Federal Aid, Financial Support, Part Time Faculty, Salaries, *School Personnel, State Aid, State Colleges, State Surveys, Student Characteristics, Two Year Colleges

Identifiers—*Washington

Information on enrollments, personnel, finances, and facilities in Washington state community colleges is provided in this report for the four quarters of 1982-83 and for previous years. First, general information is presented on the colleges' role, mission, and history; the organization of the state system; and sources of funding. Section I contains systemwide data on: (1) annualized full-time equivalent (FTE) student enrollment by funding source, course intent, time/location, and instructional subject area; (2) FTE faculty by employment status and source of funding; (3) sources of funding (i.e., state, contract, and student) for instruction; and (4) student characteristics. Next, enrollment data are presented for each college. Section II provides information on faculty and administrative staff and average base salaries by college and for the system as a whole. Section III presents an overview of community college financial operations, including costs per FTE student, sources of funding, and expenditures by program and object. Finally, section IV examines facilities and capital planning for each college and the state system. Appendices include a chart showing vocational program offerings, information on student tuition and fees, and a list of publications. Report highlights include comparisons with 1981-82 data, showing a 4% decline in FTE students, a 2% decline in FTE faculty, and a 2% decline in the number of course sections offered. (LAL)

ED 242 358 JC 840 147

Washington Community Colleges Fall Quarter Report, 1983.

Washington State Board for Community Coll. Education, Olympia.

Pub Date—[84]

Note—58p; Some charts are marginally legible.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Education, Administrators, Age, College Faculty, *Community Colleges, Courses, *Enrollment Trends, Ethnic Groups, Females, Financial Support, Full Time Equivalency, Males, Personnel Data, *School Personnel, State Surveys, *Student Characteristics, Two Year Colleges, Vocational Education

Identifiers—*Washington

Fall 1983 data on enrollments, student characteristics, and personnel at Washington community col-

leges are provided in this report and contrasted with historical data for fall quarters 1979 through 1982. First, report highlights are presented, indicating: (1) during fall 1983, Washington community colleges enrolled 152,814 students, representing an enrollment decline of 0.1% over the previous year; (2) the number of part-time and female students increased, as did the number of full-time equivalent (FTE) faculty; (3) the percentage of Washington's citizens attending community colleges increased; and (4) the colleges were serving more older and fewer younger students. Part I focuses on enrollment, providing data on headcount and FTE enrollment by funding source (i.e., state monies, external grants and contracts, and student fees). Tables provide overviews of enrollments by course intent category, time/location, instructional subject areas, and full/part-time status; and of FTE faculty by full/part-time status. Part II presents data on student characteristics, including information on ethnicity, age, sex, veteran status, residency status, and credit hour loads. Part III offers employment status data on faculty and administrative personnel, and classified staff for the system as a whole and by college. (LAL)

ED 242 359 JC 840 148

Schmeltkopf, Donald D., Ed. Rassweiler, Anne D., Ed.

The Community College Humanities Review. Number 5, Winter 1983-1984.

Community Coll. Humanities Assoc., Cranford, N.J.

Pub Date—84

Note—94p.

Journal Cit—Community College Humanities Review; n5 Win 1983-84

Pub Type—Collected Works - Serials (022) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Ancient History, Basic Skills, Book Reviews, Cognitive Development, College Instruction, *Community Colleges, Critical Thinking, Educational Trends, Ethical Instruction, Ethics, *Humanities, *Humanities Instruction, Literature, Nursing Education, *Relevance (Education), Two Year Colleges

Identifiers—National Endowment for the Humanities

A series of articles and essay reviews are represented on issues of concern in humanities education. First, Benjamin DeMott's "A Moral Argument for the Humanities" asserts that humanities instruction should stress certain moral questions, such as the connection of moral life with civilization, individual responsibility, and institutions. Next, "Critical Skills: The Humanities as an Enabling Curriculum," by James A. Schulz, argues that humanities education provides critical skills that permit students to advance in other academic and technical areas. J. Anthony Blair's "Teaching Argument in Critical Thinking" assesses the role of critical thinking courses with particular reference to their place in teaching students claim analysis, argument analysis, and argument construction. Next, "Greece and Rome: Outdate or Update?" by Mark Morford supports the study of ancient Greece and Rome in the information age. "The Case for Nursing Ethics," by Tziporah Kasachoff, advocates courses which illuminate problematic issues in health care and questions of moral responsibility as part of the nursing curriculum. "The Place of Literature in the Curriculum: 1984 and After," by Charles Moran, "Education in America: Changing Times and New Beginnings," by Myron Marty; and "College Teaching and the Question of Commitment," by Robert Lawrence review recent monographs. Finally, Susan Resneck Parr highlights new National Endowment for the Humanities programs. (HB)

ED 242 360 JC 840 150

Models of Strategic Planning in Community Colleges.

California Community Colleges, Sacramento. Office of the Chancellor; Western Association of Schools and Colleges, Aptos, CA. Accrediting Commission for Community and Junior Colleges.

Spons Agency—Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Pub Date—83

Note—70p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Budgeting, Case Studies, *College Administration, *College Planning, *Community

Colleges, Long Range Planning, Master Plans, Models, *Organizational Objectives, Program Descriptions, Program Development, Program Evaluation, *Self Evaluation (Groups), Two Year Colleges

Identifiers—*Strategic Planning

One of a series of publications coming out of a 3-year project designed to improve evaluation and planning in community colleges, this monograph presents case studies illustrating alternative models of strategic planning. Chapter 1 provides an overview of current challenges to academic management, strategic planning, models of planning, and essential conditions for strategic planning. In addition, this chapter offers information on the series of regional workshops at which the case studies were first presented and on the uses of the case studies. Chapters 2 through 4 present case studies of the San Francisco Community College District educational master plan project; the Long Beach City College planning and budgeting process; Riverside City College's planning process; and the annual review and planning process of the Yosemite Community College District. Each case report presents a brief characterization of the planning project; information on organizational structures and planning motivations, premises, assumptions, processes, procedures, and techniques; a history and projections; and a general commentary. Finally, chapter 6 discusses the unique and common characteristics of the four strategic planning models, underscoring the importance of planning as a continuing process, proactive planning, leadership and support, and broad participation in the design of the system. A reading list and bibliography are included. (LAL)

ED 242 361 JC 840 151

Tippett, Candace, Comp. Clegg, Margarette, Comp.

Caldwell Community College and Technical Institute 1982-1983 Fact Book. Fourth Edition.

Caldwell Community Coll. and Technical Inst., Lenoir, NC. Office of Research and Planning.

Pub Date—83

Note—118p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—College Administration, College Bound Students, College Faculty, Community Colleges, Continuing Education, Educational Facilities, Educational Finance, *Educational Trends, *Enrollment Trends, *Institutional Characteristics, Learning Resources Centers, Majors (Students), Private Financial Support, *Student Characteristics, Student Financial Aid, Technical Institutes, Two Year Colleges

Statistical data are provided on the enrollments, programs, faculty and staff, finances, facilities, and future students of Caldwell Community College and Technical Institute (CCC&TI). First, general information is provided on the history and mission of CCC&TI, the characteristics of its service area, its administrative organization, and its board of trustees and foundation's board of directors. Subsequent sections provide tables, charts, and graphs illustrating: (1) total enrollment and full-time equivalent enrollment, including trend data for the years 1970-71 through 1982-83; (2) curriculum enrollment, including information on attendance and employment characteristics of curriculum students, program graduates, and transfer students; (3) continuing education program enrollments; (4) characteristics of full-time employees, including the highest degree held by full-time faculty; (5) financial data for the years 1979-80 through 1983-84; (6) state and federal grants, institutional grants and gifts, and student awards; (7) student financial aid information, including data on the number of veterans attending under the GI Bill; (8) the Learning Resource Center's collection and expenditures; (9) facilities, including information on instructional space utilization, building characteristics, and total campus by type of room; and (10) projections of high school graduates and their intentions. (LAL)

ED 242 362 JC 840 152

Kintzer, Frederick C.

Decision Making in Multi-Unit Institutions of Higher Education.

Florida Univ., Gainesville. Inst. of Higher Education.

Pub Date—84

Note—56p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Centralization, *College Administration, Community Colleges, Decentralization, Decision Making, *Governance, *Institutional Autonomy, *Multi Campus Colleges, *Multi Campus Districts, National Surveys, Questionnaires, Technical Institutes, *Two Year Colleges

A study was conducted to determine the location of authority in multi-unit two-year colleges. Inquiry forms listed 84 practices categorized as general (e.g., accreditation), business, curriculum, instruction, administrative personnel, teaching personnel, non-teaching personnel, research, services, student development services, and relationships with other schools and organizations. For each practice, administrators were asked to indicate whether the college or the district/head administrative office had the primary responsibility for initiating/planning, coordinating/supervising, evaluating/auditing, and changing/redirection that activity. Forms were sent to 274 multi-unit community colleges, technical institutes, and university two-year colleges and to 80 multi-unit district headquarters. Study findings, based on responses from 108 institutions and 34 district offices from 26 different states, included the following: (1) responses showed great similarity among all respondent groups in college dominance of all of the functions of decision making; (2) collective bargaining was the only activity seen by all groups as the prime responsibility of the district/central office; and (3) colleges controlled practices listed under curriculum, instruction, student development services, and two of three categories of personnel management. The study report includes a description of a model for increasing decentralized authority in multi-unit systems. (LAL)

ED 242 363 JC 840 153
Phillips, Suede

Problems of the Rural Community Colleges in Florida in Providing Vocational Education (As Perceived by Administrators in Nine Community Colleges).

Florida State Postsecondary Education Commission, Tallahassee.

Pub Date—20 Dec 83
Note—68p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Administrative Problems, *Administrator Attitudes, *Community Colleges, Financial Problems, Literature Reviews, *Rural Schools, *Small Colleges, Two Year Colleges, *Vocational Education

Identifiers—*Florida

Drawing from a literature review and interviews with administrators at nine small, rural community colleges in Florida, this report highlights the problems of providing vocational education in Florida's small, rural community colleges. Chapter I provides background to the study and a review of the literature related to problems of providing vocational education in small or rural settings, problems faced by community colleges in general with respect to vocational education delivery, and problems encountered by small, rural colleges in program delivery. This review covers the areas of experiential education, program comprehensiveness, teacher recruitment/retention, transportation, community attitudes, and financing. Chapter II presents the results of the administrator interviews, focusing on funding, placement standards, equipment, capital outlay, teachers, transportation, fees, training responsibilities, program appraisal, adult education, area centers, and students. For each topic, a summary of administrator perceptions, direct quotes from the interviews, and recommendations are provided. Chapter III offers concluding comments. Appendices provide a list of persons interviewed and topics and questions addressed. (HB)

ED 242 364 JC 840 154
McCrigh, Gerald J.

A Study of Perceived Professional Development Needs of Part-Time Faculty Members at Marshalltown Community College.

Pub Date—28 Jul 83

Note—37p.; Ed.D. Practicum, Nova University.
Pub Type—Dissertations/Theses - Practicum Papers (043) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Colleges, Educational Attainment, *Faculty Development, *Part Time Faculty, Questionnaires, School Surveys, *Teacher Attitudes, *Teacher Characteristics,

Two Year Colleges

Identifiers—*Marshalltown Community College IA

A study was conducted at Marshalltown Community College to determine the professional development needs of part-time faculty at the college. A five-part survey instrument was sent to 39 instructors requesting information on personal characteristics, professional development needs and incentives, professional climate, and instructors' opinions. Study findings, based on responses from 31 instructors, included the following: (1) the respondents had a high level of formal education, with 65% holding a master's degree or above; (2) the respondents had a wide variety of teaching experience and 64% had been teaching for more than 4 years; (3) 37% indicated that enjoyment of teaching was their primary reason for taking part-time employment as faculty members; (4) the respondents indicated a high level of concern for the content material they were teaching; and (5) the respondents indicated the highest level of interest in "special recognition for innovative teaching" as a professional development incentive. Based on study findings, it was recommended that part-time instructors be more fully recognized as an important segment of the total instructional staff, that workshops with varied formats be instituted for professional development, and that an annual meeting for full- and part-time faculty members be held. The survey instrument, cover letters, and faculty comments are appended. (HB)

ED 242 365 JC 840 155
Bers, Trudy H.

The Promise and Reality of Women in Community Colleges.

Pub Date—Nov 83

Note—38p.; Paper presented at the Conference of the American Educational Research Association to the Special Interest Group on Women in Education (Tempe, AZ, November 3-5, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrators, College Faculty, *Community Colleges, *Educational Trends, *Females, Sex Bias, Sex Differences, Sex Discrimination, Socioeconomic Influences, Trustees, Two Year Colleges, *Two Year College Students, *Women Faculty, *Womens Education

Highlighting the attributes of community colleges that attract women as students, faculty, and administrators, this paper examines the role of women in these institutions and the societal, educational, and economic trends affecting their participation. First, the mission, philosophy, and attributes of community colleges are discussed, and the argument is presented that access, linkages to the community, low cost, flexibility, adaptiveness to the needs of part-time students, and emphasis on teaching make the community colleges particularly inviting for women. Next, a profile of women community college students is presented, and services to women are examined in eight key areas; i.e., counseling programs/services, academic skills advisement and assessment, vocational and career counseling, financial information assistance, family relations and parenting, job searches, direct services, and academic programs and services. The following three sections examine the participation of women as community college faculty members, administrators, and trustees, emphasizing the advances made by women in these areas, the discrimination that continues to exist, and the personal and structural factors inhibiting women's advancement. The final section discusses the trends likely to affect women's opportunities and achievements in the community colleges in the coming years. (HB)

ED 242 366 JC 840 156
Bazik, Martha S.

Strategic Planning and the Non-Credit Unit: A Model.

Moraine Valley Community Coll., Palos Hills, IL. Center for Community and Continuing Education.

Pub Date—[84]

Note—14p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Planning, *Continuing Education, Educational Trends, *Long Range Planning, *Noncredit Courses, Organizational Objectives, Postsecondary Education

Identifiers—*Strategic Planning

Colleges' non-credit units, with their capacity for

perceiving and responding to diverse educational needs, experience in successfully serving non-traditional student populations, effective marketing strategies, and freedom from cumbersome approval processes, are in a position to be a valuable resource to colleges facing rapid change and unprecedented challenges. However, a systematic approach to dealing with these challenges is required in order to maximize the impact of the non-credit unit on the institution. A strategic plan can provide the vehicle for such a systematic approach to decision making and implementation. At the heart of the strategic planning model are the following components: (1) the development of a planning attitude by all participants involved in the planning process; (2) a thorough analysis of all activities of the unit for which plans are being made; (3) an analysis of all of the external forces which affect the unit's activities; (4) a mechanism for forecasting trends; (5) planning sessions during which goals and objectives can be determined and additional sessions during which operational plans can be generated based on goals and objectives; (6) a timetable which will allow for the continuous evaluation of progress in fulfilling plans; and (7) follow-up sessions during which goals are evaluated and revised as necessary. (LAL)

ED 242 367 JC 840 157

Anderson, Jennifer

A Cost/Benefit Analysis of the Moraine Valley Community College Testing Center, Palos Hills, Illinois.

Moraine Valley Community Coll., Palos Hills, Ill. Pub. Date—Nov 83

Note—36p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Colleges, Comparative Analysis, *Cost Effectiveness, *Educational Facilities, *Educational Testing, Program Effectiveness, Two Year Colleges

Identifiers—*Testing Centers

In 1969, the Moraine Valley Community College (MVCC) Testing Center was established to provide a controlled atmosphere in which students could take tests assigned by their instructors. In 1983, a study of the center was conducted involving: (1) a review of ERIC materials, a survey of area colleges, and site visits to other educational testing centers to gather comparative information on staffing, procedures, and functions; (2) an analysis of the per-test cost of administering tests at the center compared to the cost of administering tests in-class; and (3) an analysis of the benefits of the center as observed by its staff and revealed by instructor comments. The study revealed that no other college used its testing facility with the same volume and variety of tests as MVCC; that the MVCC Testing Center was somewhat more sophisticated in regard to test scoring and reporting; and that it provided the greatest number of testing hours and the best test security. The cost analysis found that the Testing Center administered exams for 49% of the cost of a faculty member administering an exam (\$0.77 compared to \$1.73). Faculty and Testing Center staff felt the benefits of the center included the use of faculty time for teaching rather than test administration; increased time for and convenience of test taking for students; prompt feedback; and privacy. Recommendations for incorporating practices of the other testing centers are included in the report. (LAL)

ED 242 368 JC 840 158

Lehner, Margaret

Honors Scholar Program.

Moraine Valley Community Coll., Palos Hills, Ill. Pub. Date—[84]

Note—15p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academically Gifted, Associate Degrees, *Community Colleges, *Curriculum Development, *Honors Curriculum, Program Administration, Program Proposals, Two Year Colleges, Two Year College Students

A proposal is presented for an Honors Scholar Program at Moraine Valley Community College in response to the need to provide gifted students with the extra challenges they seek. After providing a rationale for the program, the membership of the steering committee and curriculum committees that would develop and guide the program is designated. Next, criteria for admittance to and retention in the honors program are set forth. Phase I of an Honors

Scholar Associate Degree Program is outlined next, including information on incentives (e.g., scholarship funding, special recognition, and special counseling and advising); special low enrollment allowances; grading; scheduling considerations (e.g., block scheduling, morning class schedules, and evening honors courses); curriculum planning roles of the honors steering committee and honors curriculum committees; and the promotion of the program through personal contact (with high school counselors, department heads, and students), mailed advertisements, and counselor orientation. Suggestions for a second phase of the honors programs structured along interdisciplinary lines are presented next, followed by a job description for the director of the program. Finally, a sample program and schedule for an honors scholar are provided. (LAL)

ED 242 369 JC 840 159
Schneegas, Kay

Therapeutic Recreation Practicum Manual.
Moraine Valley Community Coll., Palos Hills, Ill.
Pub Date—83
Note—81p.
Pub Type—Guides - Classroom - Learner (051) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Allied Health Occupations Education, Community Colleges, *Course Content, Course Descriptions, Field Experience Programs, Learning Activities, *Practicums, Practicum Supervision, *Therapeutic Recreation, Two Year Colleges

This manual provides information on the practicum program offered by Moraine Valley Community College (MVCC) for students in its therapeutic recreation program. Sections I and II outline the rationale and goals for providing practical, on-the-job work experiences for therapeutic recreation students. Section III specifies MVCC's responsibilities for the practicum program, while sections IV and V outline the qualifications and responsibilities of the community-based education centers (e.g., hospitals, schools, detention facilities, community recreation facilities, and rehabilitation centers) acting as field sites. Section VI delineates student responsibilities, and section VII reviews policies for liability coverage. Section VIII outlines the procedures for student evaluation of the practicum experience and for evaluation of students' performance. Sections IX through XI provide information on the three practicum courses, which are designed to provide for increasing student involvement and responsibility at the field sites. Each section contains course outlines; information on course requirements, objectives, texts, evaluation methods, and learning units; class assignments; and safety checklists. Appendices include samples of contracts, relevant forms, and evaluation instruments. (LAL)

ED 242 370 JC 840 160
Anthony, John And Others

Master Planning, Program Evaluation, Accreditation Study in One Process.
Portland Community Coll., Oreg.
Pub Date—[84]
Note—40p.

Pub Type—Reports - Descriptive (141) - Reports - Evaluative (142) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Planning, Community Colleges, Educational Trends, Enrollment Projections, Institutional Evaluation, *Long Range Planning, *Master Plans, *Program Evaluation, *Self Evaluation (Groups), Two Year Colleges

Aspects of the process of master planning, program evaluation, and accreditation self-study used at Portland Community College (PCC) are highlighted in this report. First, 38 master plan recommendations are presented, covering programs, curriculum, administration, personnel, facilities, and student services. The next section focuses on other aspects of the PCC master plan, including: (1) a statement of the college's purpose; (2) an assessment of the probable impact of a sample of educational trends on PCC; (3) projections of full-time equivalent (FTE) staff and faculty through 1987-88 for the college as a whole and by program area; (4) data on student ages for 1980-81 through 1982-83 and projected for 1983-84 through 1987-88; (5) goals for student return and completion rates by division; (6) projections of campus FTE for 1982-83 through 1987-88; (7) descriptions of seven educational programs and projections of enrollments, staff, and costs for each; (8) projections of the cost

of expanding campus testing; (9) a 1983 space inventory; (10) capital improvement plans; and (11) projected general fund resources and requirements. The final section presents an evaluation packet for PCC's vocational education programs and diagrams showing the relationship among program evaluation, master planning, and accreditation self-study. (LAL)

ED 242 371 JC 840 161
Greenfield, Richard K.

General Education in Community College Vocational Programs.
Pub Date—29 Mar 84

Note—13p.; Paper presented at the National Workshop on General Education and Mission of the Community College (Princeton University, NJ, March 29, 1984).

Pub Type—Opinion Papers (120) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Colleges, Core Curriculum, *Curriculum Development, Curriculum Problems, Definitions, *Educational Objectives, *General Education, Interdisciplinary Approach, Two Year Colleges, *Vocational Education

In analyzing the role of general education in community college vocational programs, one must begin by defining general education as part of the overall community college mission. Broadly defined, general education involves the study of the basic liberal arts and sciences; stresses a breadth of understanding of human knowledge; strives to foster integration and synthesis of knowledge; encourages the appreciation of one's own and others' heritage; examines values; and fosters the development of personal qualities. Given this definition and its goals, the general education curriculum would include advanced learning skills courses, breadth or discipline distribution courses, and integrative courses. Critics of the community college general education curriculum express concern over the neglect of advanced learning skills in English, language, and computation; the lack of general education courses deliberately designed for vocational and nonmajor students; and the paucity of truly effective integrative/interdisciplinary courses. Obstacles to general education reform include definitional problems, faculty resistance, lack of administrative support, lack of student interest, red tape, few working models, and stress on maximum occupational preparation. To overcome these obstacles, educational leaders and faculty must be willing to take risks and invest the time and energy necessary to approach the ideal of excellence and equity in mass higher education. (LAL)

ED 242 372 JC 840 162
Communication on the Weekends: One Cost Saving, Energy Saving, People Saving Idea.

Pub Date—21 Feb 84

Note—8p.; Paper presented at the Convention of the Western Speech Association (Seattle, WA, February 18-21, 1984).

Pub Type—Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Communication Skills, Community Colleges, Nontraditional Education, Program Descriptions, *Student Recruitment, *Teaching Methods, Two Year Colleges, *Weekend Programs

Identifiers—*Pikes Peak Community College CO
In 1981, Pikes Peak Community College initiated a new Continuing Education Area, which featured a "weekend college" for communication classes held on Friday evenings and Saturdays. Faculty and administrators have identified several advantages of the weekend college, including the following: (1) since classes are held in existing facilities, there is only a minimal additional financial outlay; (2) the weekend classes do not take students from weekday classes, rather they add additional students to the total enrollment; (3) the weekend schedule can provide for the special needs of regularly enrolled students; (4) weekend scheduling allows for flexibility in the assignment of full- and part-time instructors; and (5) necessary auxiliary materials and audio-visual equipment are readily available. Some basic guidelines have been developed to help both faculty and students, which include varying the instructional approach at least every 2 hours; scheduling assignments carefully for the optimum use of time; preparing a course content schedule that is divided into 1- to 3-hour blocks to help gauge time accu-

ately; and allowing students to take part in decisions that affect the class. The major problem in implementing a weekend program involves recruiting students who are not in close contact with the campus, but this can be overcome through radio spots, newspaper advertising, and promotional posters. (HB)

ED 242 373 JC 840 163
Richardson, Richard C.

Assessing Excellence/Effectiveness in Urban Settings.

Pub Date—3 Apr 84

Note—8p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (64th, Washington, DC, April 1-4, 1984). For related documents, see JC 840 164-165.

Pub Type—Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Role, *Community Colleges, Efficiency, Institutional Characteristics, *Organizational Effectiveness, Research Needs, *Self Evaluation (Groups), Two Year Colleges, Urban Education, *Urban Schools

Urban community colleges can be distinguished from other community colleges in terms of their settings, clientele, richness and diversity of staff resources, and importance to the segments of the population who cluster in major national centers of commerce and government. In light of their unique characteristics, these institutions require study as a distinctive subset of the larger community college movement to determine their goals and objectives and success in achieving them. The two fundamental criteria for determining this success are effectiveness (i.e., performing a legitimate function for which a need exists at some acceptable level of quality) and efficiency (i.e., producing at as high a level of output as possible with as low a level of inputs or costs as possible). The main difficulty in determining the success of community colleges arises from different views of effectiveness. One view would link effectiveness to success in carrying out priorities that are similar to the priorities of those who pay the bill. Another view would maintain that effectiveness is measured by assessing the level of agreement among faculty and administrators with respect to their support for institutional priorities. Future research contrasting these views of institutional effectiveness may illuminate some of the conflicting forces with which administrators must cope as well as strategies available to reconcile them. (HB)

ED 242 374 JC 840 164
Higham, Ann C.

Assessing Administrator and Faculty Support for Community College Activities.

Pub Date—3 Apr 84

Note—17p.; Paper presented at the Annual Conference of the American Association of Community and Junior Colleges (64th, Washington, DC, April 1-4, 1984). For related documents, see JC 840 163-165.

Pub Type—Speeches/Meeting Papers (150) - Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Attitudes, College Faculty, *College Role, Community Colleges, *Organizational Objectives, School Surveys, *Self Evaluation (Groups), *Teacher Attitudes, Two Year Colleges

Identifiers—*Cuyahoga Community College OH
A study was conducted to assess Cuyahoga Community College's effectiveness in carrying out its priorities as judged by faculty and administrators. A 66-item survey instrument, focusing on college goals and objectives, was sent to all faculty and administrators asking them to indicate whether they strongly agreed, agreed, were neutral, disagreed, strongly disagreed, or had no opinion regarding whether particular activities were important and were being done well. Study findings, based on comparisons of the responses of 67.9% of the administrators and 42.3% of the faculty, indicated: (1) there was close agreement between the two groups on their rankings of college priorities, with only 19 of the 66 items showing a large difference in rank order; (2) activities dealing with job training were ranked higher in priority by administrators than by faculty, while faculty ranked services for the deaf and blind and for students with high academic ability more highly than administrators; (3) there was even closer agreement between faculty and adminis-

trators on how well the 66 activities were being done, with only 13 items showing a large difference in rank order; and (4) the use of planning to build faculty/administrator consensus was seen as important by both faculty and administrators, but administrators ranked the activity more highly than faculty in terms of how well it was being done. A sample page from the instrument is appended. (HB)

ED 242 375 JC 840 166

Statement on Preparation in Natural Science Expected of Entering College Freshmen. California Community Colleges, Sacramento. Academic Senate; California State Univ., Sacramento. Academic Senate; California Univ., Sacramento. Academic Senate.

Pub Date—[84]

Note—63p.

Pub Type—Reports - Descriptive (141) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Basic Skills, Biology, Chemistry, *College Preparation, *Course Content, *Course Objectives, High Schools, Physics, *Science Education, *Secondary School Curriculum

Identifiers—*California

Designed for college-bound students, their parents, and high school teachers, counselors, and administrators in California, this statement sets forth recommendations concerning the skills, attitudes, and qualities that should be imparted by high school science programs and the curriculum and courses to impart them. Prefatory material provides background to the project and a summary of its major recommendations, including that: (1) college, university, and secondary school science teachers work together closely to review the content of the high school science curriculum; (2) college-bound high school students take 1 year each of biology, chemistry, and physics; (3) the content of the courses be at an accessible and masterable level; (4) a laboratory component in which students carry out projects and experiments be an integral part of these courses; and (5) the California State University and Colleges and the University of California implement an admission requirement of 3 years of science. Part I provides quotes reflecting the debate over the state of science education. Part II presents recommendations concerning the intellectual attitudes, skills, and qualities that contribute to success in college curricula; secondary school science curriculum requirements; and admissions requirements to baccalaureate programs. Section III focuses on the recommended core biology, chemistry, and physics courses, specifying content and providing sample questions, problems, and laboratory exercises. (LAL)

ED 242 376 JC 840 167

Academic Policies Leading the Way: Selected Resolutions and Position Papers, 1974-1983. California Community Colleges, Sacramento. Academic Senate.

Pub Date—6 Apr 84

Note—36p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Standards, *Associate Degrees, *Community Colleges, Credit Courses, *Educational Technology, Educational Television, General Education, Grading, Independent Study, Noncredit Courses, Teacher Associations, *Teacher Attitudes, Two Year Colleges

Identifiers—*California

This compilation of resolutions and positions of the Academic Senate for California Community Colleges (ASCCC) provides a collective representation of the current and past recommendations of the Senate for strengthening academic standards in California's community colleges. First, ASCCC resolutions are presented regarding academic standards, academic rigor, and course repetition; the associate degree; course classification and the credit/non-credit policy; general education; grading policy; and telecommunications and independent study courses. The resolutions are presented in the order in which they were adopted between fall 1976 and fall 1983. Appendices present an extended resolution on associate degree applicable courses adopted in fall 1983; position papers on "General Education Model Criteria for the Associate Degree," "Instruction as a Priority," "Academic Standards: The Faculty's Role," and "Guidelines for California Community Colleges in the Use of Telecommunications Systems in Instruction"; and a list of 29 ASCCC publications. (LAL)

ED 242 377

Rounds, Jeanine Crandall

Attrition and Retention of Community College Students: Problems and Promising Practices.

Pub Date—84

Note—30p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Colleges, Counseling Services, *Developmental Studies Programs, *Dropout Characteristics, Dropout Prevention, Dropout Research, Educational Diagnosis, Remedial Instruction, *School Holding Power, *Student Attrition, Teacher Role, Two Year Colleges, *Two Year College Students, *Withdrawal (Education)

Focusing on the problems of attrition and retention in community colleges, this paper reviews the literature dealing with the causes of attrition, describes promising practices which attempt to deal with the problem, and offers recommendations to enhance retention. First, the characteristics of students likely to drop out of college are described (they include poor academic records, poor study habits and skills, and low aspirations); the cultural, economic, and social factors associated with student attrition are also identified. Next, ways schools contribute to the problem of attrition are discussed, including inadequate testing and counseling procedures, poor teacher attitudes, inappropriate instructional approaches, textbook readability levels that are above student reading skill levels, and unsuccessful efforts to improve students' reading skills. The next section focuses on institutional practices that show promise for increasing student retention, emphasizing the importance of early identification and early intervention and highlighting the characteristics of effective reading and study skills programs. Finally, a series of recommendations drawn from the literature are presented, focusing on assessment and counseling, remedial/developmental programs and instruction, developmental program faculty, and students. (HB)

ED 242 378

Kolai, Leslie

Redefining the Associate Degree.

American Association of Community and Junior Colleges, Washington, D.C.

Report No.—ISBN-0-87117-131-7

Pub Date—84

Note—24p.

Available from—American Association of Community and Junior Colleges, One Dupont Circle NW, Suite 410, Washington, D.C. 20036 (\$5.00).

Pub Type—Reports - Research (143) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Associate Degrees, *College Curriculum, College Planning, *College Role, *Community Colleges, Degree Requirements, Educational Objectives, General Education, National Surveys, Two Year Colleges

This examination of the associate degree and its role within community college education in the United States begins with a historical perspective on the evolution of the associate degree since the beginning of the 20th century. Chapter II reviews the literature concerning the diversity of the associate degree and the ways in which it is perceived and evaluated and stresses the need for general education as an important aspect of degree requirements. Chapter III presents responses from representatives of community colleges, high schools, universities, professional associations and the business community to a survey on the status of the associate degree, revealing a perceived need for change in such areas as the structure of the degree, coursework, general education requirements, specific competencies, computer courses, articulated programs, and better qualified high technology teachers. Chapter IV provides viewpoints from state higher education officers, representatives of educational associations, professors of higher education, principals, counselors, faculty, and administrators regarding the function and operation of the associate degree. Finally, chapter V raises issues drawn from a report by the Task Force for the Redefinition of the Associate Degree. Appendices list task force members and survey respondents. (HB)

ED 242 379

G.E.D. Graduate Study. We're Making Tomorrow: Adult Basic Education.

JC 840 168

Moraine Valley Community College., Palos Hills, IL. Office of Institutional Research.

Pub Date—Sep 82

Note—36p.

Pub Type—Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Colleges, Graduate Surveys, *High School Equivalency Programs, Information Sources, *Outcomes of Education, *Participant Satisfaction, Program Evaluation, Questionnaires, *Student Characteristics, Student Educational Objectives, Two Year Colleges

Identifiers—*General Educational Development Tests

In spring 1982, Moraine Valley Community College (MVCC) surveyed recent General Educational Development (GED) graduates to determine their demographic characteristics, opinions about MVCC's GED program, and the impact of receiving the GED on graduates' lives. Survey instruments were mailed to 321 graduates who had received their GED within the past year. Study findings, based on an adjusted response rate of 52%, included the following: (1) 68.8% of the respondents were female, and 93% were white; (2) respondents' average age was 32 years; (3) approximately 55% of the respondents were employed, with 35.7% working full-time and 16.6% working part-time; (4) 39.4% had completed the 10th grade prior to enrolling in the GED program and 37.5% had completed the 11th grade; (5) 37% said they had taken some type of course since receiving their GED diploma, with the majority taking courses to learn an occupational skill; (6) 81.6% had prepared for the GED through MVCC's program; (7) self-satisfaction, preparation for college, and improvement of job skills were the most frequently named reasons for pursuing the GED; (8) respondents felt that the most useful aspects of MVCC's program were the teachers, and math and English preparation, and the least useful aspects, the science and social studies preparation; and (9) 46% felt the GED had influenced their lives by increasing their self-confidence. The questionnaire is appended. (LAL)

ED 242 380

Barton, Thomas E. And Others

High Technology Training at Greenville Technical College.

Greenville Technical Coll., S.C.

Pub Date—[84]

Note—37p.

Pub Type—Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Automation, Community Colleges, Computer Oriented Programs, Cooperative Programs, Demand Occupations, Labor Force Development, Program Descriptions, Program Development, *School Business Relationship, *Technical Education, *Technological Advancement, Two Year Colleges

These three papers focus on various aspects of high technology training at Greenville Technical College (GTC). First, "High Technology and the Community College," by Thomas E. Barton, discusses what high technology should mean to educators and argues that changes in the nature of industrial production require that community colleges not only keep abreast of technological change but be in the vanguard of that process. This paper examines the ways in which GTC has strengthened its relationship with business and industry through efforts such as its Advanced Machine Tool Resource Center, Computer Aided Design/Computer Aided Manufacturing Center, and network of advisory committees. Next, "High Technology Training: Recent Accomplishments," by Howard Turner, discusses the progress made by GTC in keeping up with developments in computer numerical control metal cutting, computer-aided design, process control instrumentation, microprocessors, computer electronics and programming, and office automation. Finally, "Meeting the Challenge of High Technology," by Melvin Smith, examines the impact of computer-aided engineering, design, and manufacturing and robotics on the manufacturing industry; highlights the need for technology and engineering graduates to fill new positions; and describes additional ways in which GTC is meeting the challenges of technological advancement and employment needs. (HB)

ED 242 381

JC 840 173

California Community Colleges: Fiscal Data Abstract, 1982-83.

California Community Colleges, Sacramento. Board of Governors.

Pub Date—Feb 84

Note—64p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Budgets, *Community Colleges, *Educational Finance, *Enrollment, *Expenditures, *Financial Support, Income, Program Costs, *State Aid, State Surveys, Two Year Colleges, Two Year College Students

Identifiers—*California

Selected statistics on student numbers, units of average daily attendance (ADA), and finances in the California community college districts are provided in this report for 1982-83 and projected for 1983-84. Part I provides enrollment data on total day, full-time, credit, and female students, by district. Part II contains annual ADA data and statistics on student workload and apprenticeship hours. A summary is presented in part III of the first recalculation apportionment and the second principal apportionment for 1982-83, including information on general revenues, local property tax revenues, state general apportionments and apprenticeship and handicapped student allowances. Parts IV through VI provide actual data for 1982-83 and data on 1983-84 budgets in terms of general fund transactions, income, and expenditures by object and aggregated activities. The current and projected expense of education is covered in part VII, while part VIII highlights general fund expenditures by instructional and support activities. Definitions of key financial terms are appended. (HB)

ED 242 382 JC 840 175

Morrison, Michael C. Hendrix, Vernon L.

Faculty Salary Determinants in a Two-Year Post-Secondary Institution.

Pub Date—Apr 84

Note—75p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*College Faculty, Full Time Faculty, *Labor Market, Multiple Regression Analysis, Path Analysis, Research Methodology, *Teacher Characteristics, *Teacher Salaries, Two Year Colleges

Identifiers—*Parity Equity Model

A study was conducted using the parity-equity model to investigate variances in faculty salaries at North Dakota State School for Science. The parity-equity model specifies three constructs as determinants of faculty salaries: (1) rational equity factors, including years of professional experience, rank, degree, graduate faculty status, tenure status, years in current rank, and administrative responsibilities; (2) nonrational equity factors, including sex, age, years at university, a 9-month versus a 12-month appointment, and former administrative duties; and (3) marketplace influences, as determined by average faculty salaries by college and by department in eight land grant institutions. The study focused on determining the amount of salary variance attributable to these factors; developing a parsimonious regression model of salary; examining the efforts of the independent variable on salary; developing a recursive path model of salary, a block model of salary, and a nonrecursive model of salary; and analyzing the decomposition of salary differentials. The study found that over 80% of the salary variance could be explained by the rational equity variables, with years of experience having the greatest impact on faculty salaries; and that nearly two-thirds of the \$224 salary differential between men and women arose from labor market discrimination. The study report includes background information on the parity-equity model, details the statistical methodologies employed, and provides diagrams depicting the statistic models. (HB)

PS

ED 242 383 PS 013 669

Lewkowicz, Angie, Ed.

How to Get to School from Your House. The Best

of BES—Basic Educational Skills Materials.

Greater Erie Community Action Committee, PA. Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Pub Date—82

Note—40p.; Materials developed from the Erie Basic Educational Skills Project.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Basic Skills, Enrichment Activities, Parent Education, Parent Materials, Parent Participation, Parent School Relationship, *Parent Teacher Cooperation, Preschool Education, School Community Programs, Young Children

Identifiers—Basic Educational Skills Project, Head Start Supplementary Training Program, Parent Assisted Learning Program, PF Project

One of a series of documents produced by a nationwide network of early childhood education specialists, teachers, parents, and Head Start staff, the handbook helps parents and teachers work together to enhance the development of basic educational skills in young children. Along with providing parent assistance in enriching home learning experiences, the handbook provides school-related information on required immunization records and Head Start and elementary school enrollment. The document concludes with information about programs for parents and a list of Dolch sight words for pre-primer through second grade level students. (LH)

ED 242 384 PS 013 672

Back Pack: Parent and Child Kits. Actividades para la Familia: Octubre. The Best of BES—Basic Educational Skills Materials.

Coachella Valley Unified School District, Thermal, CA.; Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Pub Date—80

Note—197p.; Page 15 is missing.

Language—English; Spanish

Pub Type—Guides - Non-Classroom (055) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Basic Skills, Bilingual Education, *Bilingual Instructional Materials, Childrens Literature, Cooking Instruction, Early Childhood Education, Learning Activities, Parent Participation, Parent Role, *Parent School Relationship, Parent Teacher Cooperation, Reading Readiness, Self Care Skills, Self Concept, *Spanish Speaking

Identifiers—Head Start Supplementary Training Program, PF Project

One of a series of documents produced by a nationwide network of early childhood education specialists, teachers, parents, and Head Start staff, the document presents a packet of over 52 home activities in both Spanish and English. Designed for teachers and parents of kindergartners, the packet was intended to help teachers facilitate the parent's role as primary educators of their children. The unit is arranged into 7 parts, with activities focusing on reading readiness, self-help skills, health and safety, self-concept, cooking, literature, and places to visit. Accompanying student worksheets, cut-out patterns, and games center around an October theme. (LH)

ED 242 385 PS 013 675

Salmond, Claire R.

Mystery People, Prince Rabbit, and Other Projects by Student Aides.

Coachella Valley Unified School District, Thermal, CA.

Pub Date—83

Note—39p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Class Activities, *Cross Age Teaching, Educational Games, *Elementary School Mathematics, *Elementary School Science, High School Students, *Language Arts, Learning Activities, Primary Education, *Reading Instruction, *Social Studies, Student Developed Materials, Student Projects, Student Volunteers, Teacher Aides

Identifiers—PF Project

Classroom projects, activities, and games for use in primary classrooms, which were developed by high school students serving as aides, are presented. Most of the projects are organized into the following curriculum areas: reading/language arts, multidisciplinary studies, mathematics, social studies, and science.

ence. Class activities having similar objectives appear together. Several projects within each curriculum area are described in detail, while the remainder are listed by title and are described briefly. Appendices include instructions for binding books, suggestions for setting up a classroom library of books written by students, and steps involved in organizing a field trip. (JW)

ED 242 386 PS 013 680

Adams, Polly K. Taylor, Michael K.

Strawberry Shortcake and Other Jumping Rope Ideas.

Pub Date—[82]

Note—14p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aerobics, Cardiovascular System, *Childrens Games, Cultural Influences, Elementary Education, *Exercise, Games, Guidelines, *Physical Activities, Physical Development, *Physical Fitness, *Play, Playground Activities, Recreational Activities, Sequential Approach

Identifiers—*Jump Roping, PF Project, Rhyme Information, guidelines, and activities for jumping rope are given. A short history of jumping rope explains how it evolved from a spring ritual for men to a play activity involving mostly young girls. Physical and cultural reasons are given as to why jumping rope has been more a sport for girls than for boys. Research studies are noted which show that jumping rope is a good cardiopulmonary activity that is being included in present-day adult fitness routines. It is pointed out that jumping rope provides an excellent source of release from tension and stress, and is an effective vehicle for achieving and maintaining appropriate fitness levels. Advice is given on selecting commercial ropes, making jump ropes, fitting the rope to the jumper, storing and cleaning ropes, and integrating rope jumping into the rest of the curriculum. The remainder of this document contains 39 jump rope activities arranged in a skill-building sequence which includes: (1) beginner rope exercises; (2) single jumping exercises; (3) double exercises; and (4) exercises using rhythms and chants for children to recite while jumping. Concluding this document are 14 references to journal articles and books. (EM)

ED 242 387 PS 013 681

Adams, Polly K. Taylor, Michael K.

Children's Workshops: Ideas for Carpentry Centers.

Pub Date—[82]

Note—25p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Carpentry, Creative Activities, *Developmental Stages, Discovery Learning, Early Childhood Education, *Experiential Learning, Guidelines, Handicrafts, Learning Activities, *Learning Centers (Classroom), *Woodworking

Identifiers—PF Project Information on the values of woodworking for young children and ways to introduce and manage a carpentry center for them are provided in this guide. The following topics are included: (1) the values of woodworking on child development; (2) how the teacher can use the center to provide for the integration, discovery, and development of woodworking skills and concepts at seven developmental levels; (3) guidelines for designing and setting up a carpentry center; (4) a checklist of the needed tools, materials, and accessories for the center; (5) the supervision, safety, and security of the center; and (6) how to plan activities to accommodate the seven different levels of growth in the children. A 12-item bibliography, one reference source, and two diagrams showing a workbench and tool storage area are also included. (JW)

ED 242 388 PS 013 684

Frison, Felicia Hills, Tynette W.

Planning for Parental Involvement in Early Childhood Education: A Guide for Teachers, Administrators, Parents & Parent Coordinators. Early Childhood Education Resource Guides.

New Jersey State Dept. of Education, Trenton.

Spons Agency—Office of Human Development Services (DHHS), Washington, D.C.

Pub Date—Sep 81

Grant—H-2C185-B

Note—30p.; For related documents, see PS 013 685-686.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Activities, Day Care Centers, Early Childhood Education, Guidelines, Motivation Techniques, *Parent Participation, Parent School Relationship, *Parent Teacher Cooperation, *Program Development, Program Evaluation, Program Guides, Resource Materials

Identifiers—PF Project

This guide offers suggestions for cooperation between the school or child care center and the home, and provides guidance to parents for their participation in centers and schools. It describes the necessary steps in planning for varied parent involvement and includes examples of parent involvement activities. Topics addressed in planning the program include: (1) reasons for involving parents; (2) broad program goals; (3) concerns and interests of parents; (4) general and specific ways to involve parents; and (5) resources. Sample work plans of ways to involve parents are presented which include a goal, a broad objective, specific objectives, activities, materials/resources, and comments. Also included are ways to motivate parents, benefits of parental involvement to children, a discussion of formative and summative program evaluation, and a five-item bibliography of references. Appendices include a parent involvement evaluation questionnaire and a directory of sources of written materials which cites seven New Jersey state sources and 12 national sources. (DC)

ED 242 389 PS 013 685

Glickman, Kathryn Hills, Tynette

Easing the Child's Transition between Home, Child Care Center & School: A Guide for Early Childhood Educators. Early Childhood Education Resource Guides.

New Jersey State Dept. of Education, Trenton. Spons Agency—Office of Human Development Services (DHHS), Washington, D.C.

Pub Date—Sep 81

Grant—H-2C185-B

Note—23p; For related documents, see PS 013 684-686.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Articulation (Education), Child Caregivers, Day Care Centers, *Developmental Continuity, Early Childhood Education, Educational Cooperation, *Interpersonal Communication, *Interschool Communication, *Kindergarten, *Preschool Education, Preschool Teachers, Program Development, Resource Materials, *Student Adjustment

Identifiers—PF Project

This guide is designed to enhance communication and cooperation between preschool teachers and kindergarten teachers so that they can help young children more easily adapt to the differing environments in which they develop and learn. Topics covered in this guide include: (1) information on preschool programs including enrollment statistics, family needs for such programs, and different types of programs available; (2) elements of continuity and discontinuity between preschool and kindergarten programs; (3) who should be involved in communication among early childhood programs and when the communication should take place; (4) types of activities which can be used to enhance communication; (5) types of information that should be communicated; and (6) beneficial effects of facilitating preschool-kindergarten transitions for children, parents, and teachers. A four-item bibliography of references is included. (DC)

ED 242 390 PS 013 686

Frierson, Felicia Hills, Tynette W.

Planning an Educational Program for Young Children: A Planning Guide for Teachers in Schools and Child Care Centers. Early Childhood Education Resource Guides.

New Jersey State Dept. of Education, Trenton. Spons Agency—Office of Human Development Services (DHHS), Washington, D.C.

Pub Date—Sep 81

Grant—H-2C185-B

Note—31p; For related documents, see PS 013 684-685.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Child Development, *Class Activities, *Curriculum Development, Day Care Centers, Early Childhood Education, Educational Assessment, Educational Objectives, Educational Philosophy, Guidelines, Learning Activities, *Program Development, Program Evaluation, Program Guides, Resource Materials, *Young

Children

Identifiers—New Jersey, PF Project

This systematic planning guide is intended to assist early childhood teachers in planning the educational program and in designing classroom activities. In addition, New Jersey educators will find it helpful in complying with state requirements. Guidelines are presented in the following areas: (1) establishing a philosophy; (2) developing goals; (3) assessing children's needs (informal, norm-referenced, and criterion-referenced measures); (4) developing objectives; (5) designing the educational program (organization by areas of child development and by curriculum areas); (6) implementing educational activities (teacher role, student role, resources needed, and where and when activities take place); and (7) evaluating the educational program (progress reports on children, program reports by teachers and staff, reports on the class or center, and information from parents). A sample work plan is offered for each of four child development areas: physical, social, emotional, and cognitive development. Each plan provides a goal, broad objective, specific objective, activity, and list of materials/resources. A six-item list of references is included. Appendices include the New Jersey State Board of Education's statements on the principles and philosophy of early childhood education and a directory of sources of written materials including nine New Jersey state sources and ten national sources. (DC)

ED 242 391 PS 013 689

Kelly-Carpenter, Maureen

Sensations: Multi-Sensory Learning for Children Ages 3-8. The Best of BES—Basic Educational Skills Materials.

Southern Ute Community Action Programs, Ignacio, CO.; Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Pub Date—82

Note—136p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Basic Skills, *Creative Activities, Early Childhood Education, Instructional Materials, Learning Activities, *Multisensory Learning, Preschool Education, Sensory Integration, *Sensory Training, Teacher Developed Materials

Identifiers—Basic Educational Skills Project, *Calendars, Head Start Supplementary Training Program, PF Project

One of a series of documents produced by a nationwide network of early childhood education specialists, teachers, parents, and Head Start staff, the guide provides a year of multisensory learning activities for children ages 3-8. In an easy-to-follow calendar format, sensation activities are given with directions in an accompanying teacher's handbook. Weekly themes follow seasonal changes and appropriate indoor and outdoor activities are suggested. (LH)

ED 242 392 PS 013 690

SIMPAP: A Parenting Simulation Game.

Head Start of the Lehigh Valley, Bethlehem, PA. Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Pub Date—83

Grant—307704

Note—69p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Educational Games, *Games, *Parent Child Relationship, *Parent Education, Parent Participation, *Role Playing, *Simulation

Identifiers—Basic Educational Skills Project, PF Project, *Simulation Games

SIMPAP, a simulation game designed to allow participants to play out assigned roles which parallel some of the real life aspects of parent-child relationships, is presented. SIMPAP is a game about workers (children) and foremen (parents) in a handicapped work setting in a company called PARLINK, Inc. The following topics are covered: (1) an introduction to simulation games; (2) an overview of SIMPAP that gives the subject and purpose of the game along with requirements for players, personnel, time, space, and materials; (3) an explanation of the conceptual model of SIMPAP and an overview of the game in operation; and (4) the collection, preparation, organization, and distribution of materials for running the game. The last section contains 26 pages of forms, handouts, explanation sheets, and scoring and evaluation sheets for the

"workers" and "foremen." (JW)

ED 242 393 PS 013 693

The Puppet Factor: Ideas and Resources for Using Puppets in Head Start and Elementary. The Best of BES—Basic Educational Skills Materials.

Southern Ute Community Action Programs, Ignacio, CO.; Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Pub Date—82

Note—18p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, *Creative Activities, Creative Dramatics, Early Childhood Education, Elementary Education, Instructional Materials, Learning Activities, *Puppetry, Teacher Developed Materials

Identifiers—Basic Educational Skills Project, Head Start Supplementary Training Program, PF Project

One of a series of documents produced by a nationwide network of early childhood education specialists, teachers, parents, and Head Start staff, the booklet presents ideas and resources for using puppets in Head Start and elementary school activities. Puppets are seen as a way to enhance home-school communication, train teachers, and teach and entertain children. Directions for using puppets, constructing a stage, rehearsing, using scripts, "ad libbing," and making puppets are given. The document concludes with a list of puppet resources and a basic hand puppet pattern. (LH)

ED 242 394 PS 013 695

Lengel, James G.

Handbook for Improving Early Education.

Vermont State Dept. of Education, Montpelier.

Div. of Basic Education.

Pub Date—[82]

Note—69p; Checklist on page 48 contains small type.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Check Lists, *Child Development, *Community Involvement, Day Care Centers, *Early Childhood Education, Educational Principles, Guidelines, Kindergarten, Parent Child Relationship, Parent Influence, *Parent Teacher Cooperation, Program Development, *Program Improvement

Identifiers—PF Project, Vermont

This handbook describes ways that families, schools, and child-care centers can work together to achieve Vermont's state goals for early childhood education. The following topics are presented: (1) the goals and principles guiding Vermont's early education program; (2) the role of kindergarten in a child's educational career; (3) the need to shift the emphasis of the primary curriculum so that it focuses on higher expectations, concept learning, and an orientation to child development; (4) how to organize schools for child development; (5) how to create a developmental environment for three to four year olds who spend part of their day with a caretaker other than their parents; (6) the role of parents in their child's development and ways they can provide support to teachers; and (7) five steps a community can follow when implementing an early childhood education program. The appendices include: community self-assessment checklists; "The Research Background for Early Childhood Education," a report compiled from three areas of early education study; and the names and locations of existing projects and resources. (JW)

ED 242 395 PS 013 697

Guillen, Mary

Tips for Parents. Un Granito De Arena. Demonstration Reading Program.

Ontario-Montclair School District, Ontario, Calif.

Pub Date—82

Note—42p; Prepared by the Demonstration Reading Program at De Anza Junior High School.

Language—Spanish; English

Pub Type—Translations (170) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavior Change, Child Rearing, Communication Skills, Family Counseling, *Family Relationship, Parent Attitudes, Parent Counseling, *Parenthood Education, Parent Materials, Parent Role, Self Concept, Values

Identifiers—California Demonstration Program in Reading, PF Project

Suggestions about parenting and family relationships are presented in two booklets, one in English and one in Spanish. The Spanish booklet follows roughly the plan of the English booklet, but has been simplified. The booklet begins with a discussion of a philosophy of parenting, examining the importance of self-concept and the formation of values formed in the family context. Ways to help children develop a positive self-image are discussed, and an action plan is emphasized. Resources are provided which will help parents in developing and implementing an action plan. These include tips for "getting it together," a feelings display, an instrument to help children determine what they value, ten principles of behavior change, objectives of effective parenting, and a list for identifying roadblocks to good communication. A counseling bibliography is included. (RM)

ED 242 396

PS 014 003

Jump, Teresa Layne

Dual-Career Families: The Interfaces of Work, Family and the Home.

Pub Date—[81]

Note—118p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adjustment (to Environment), *Coping, Day Care, Decision Making, *Dual Career Family, Early Childhood Education, Employed Women, *Family Characteristics, Fathers, Futures (of Society), *Interpersonal Relationship, *Parent Role, Social Change, Socialization, Social Support Groups, *Work Environment

This extensive discussion provides an examination of issues concerning dual-career families in the United States. Section I explores changes in the paid labor force and factors contributing to such changes. Section II discusses sex stratification in the family and briefly points out changes needed to strengthen the interface between work and family systems. Section III focuses on interfaces between work and family, family work patterns, and the characteristics and significance of the dual-career family. Section IV discusses dual-career husband/wife relationships in terms of family role theory, power and decision making, marital adjustment, rewards and gains, and childless marriages. Section V explores aspects of parental roles in dual-career families, describing childhood socialization, division of labor in the home, employed mothers, "the Renaissance of fathering," and strains within families. Section VI describes coping strategies, specifically considering employment, day care, and social supports. The final section, section VII, envisions the future of dual-career families. (RH)

ED 242 397

PS 014 022

O'Brien, Peter

Classroom Disruption in Disadvantaged and Non-Disadvantaged N.S.W. Primary Schools. Mt. Druitt Longitudinal Study Report.

Macquarie Univ., North Ryde (Australia). School of Education.

Spons Agency—Australian Schools Commission, Canberra; Bernard Van Leer Foundation, The Hague (Netherlands).

Pub Date—[82]

Note—94p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, Classroom Observation Techniques, *Classroom Techniques, Comparative Analysis, *Disadvantaged Youth, Elementary Education, *Elementary School Students, Family Characteristics, Foreign Countries, Longitudinal Studies, Measures (Individuals), *Student Behavior, Teacher Attitudes, Teacher Characteristics, *Teacher Response, Teacher Responsibility

Identifiers—*Australia, *Disruptive Behavior, Mount Druitt Early Childhood Project

To broaden and extend the Mt. Druitt Early Childhood Project, a study was made of variables that research suggested were associated with classroom disruption in the primary school. Disruptive incidents in the classroom were construed as sequences of behaviors involving one or more students and the teacher in which class order breaks down and the teacher responds in ways intended to restore order. The literature suggests that classroom disruption (1) varies inversely with grade level; (2) covaries with pupils' and families' socioeconomic status and pupils' prior academic achievement; (3) varies

in degree according to instructional setting; and (4) consists mostly of off-task talk and out-of-seat behavior. Previous findings also suggest that (1) teachers generally cope with disruption by using direct verbal techniques; (2) given different teachers, children may display different levels of disruption; and (3) teacher desists, or attempts to handle classroom misbehavior, are immediately effective. Participating were disadvantaged students attending third- and fourth-grade classes in five schools in the Mt. Druitt district and their nondisadvantaged counterparts attending contrasting schools within the Sydney, Australia, greater metropolitan area. On the basis of observations made with specially designed instruments, disadvantaged children were found to be neither more nor less disruptive in school than were the nondisadvantaged youngsters with whom they were compared. (RH)

ED 242 398

PS 014 093

From High School to College: A Critical Transition.

National Association of College Admissions Counselors, Washington, D.C.

Pub Date—83

Note—48p.

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Admissions Counseling, *College Bound Students, College Choice, Cooperation, *Counselor Role, Family Influence, High School Students, Organizations (Groups), *Orientation, *School Counselors, *School Guidance, Secondary Education, Student Needs

As the structure of education has become more complex, as participation in education and related expectations have increased, and as the cost of higher education has increased dramatically, the transition between high school and college has become more complicated. This discussion explores several dimensions of the transition process, including participants, influences, outcomes, and the process itself. Transition is viewed as a process beginning as early as seventh or eighth grade, when decisions are made about what courses to take in high school, and ending when a decision is made about what college to attend. It is argued that the process can be influenced in many ways. Emphasis is given to the importance of students having access to information about college admissions and financial aid at the right time. While it is recognized that others play important parts, the role of counselors in providing such information is considered paramount. The National Association of College Admissions Counselors (NACAC) expresses the intent to develop a partnership involving high schools, colleges and universities, testing agencies, and government to insure that transition is as smooth as possible. An outline of timelines in the college admission/aid process and a statement of principles of good practice for NACAC members are appended. (RH)

ED 242 399

PS 014 097

Kean, Thomas H.

Remarks of Governor Thomas H. Kean (National Forum on Education, Indianapolis, IN, December 7, 1983).

Pub Date—7 Dec 83

Note—6p.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Improvement, Elementary Secondary Education, Teacher Certification, *Teacher Effectiveness, Teacher Morale, *Teacher Qualifications, Teacher Salaries

The governor of Indiana points out that national reports have stressed the importance of the teacher's role in education. Capable teachers are needed, or education simply will not take place. Three critical areas must be addressed in order to bring talented people to the schools and keep them there: salaries; professional licensing or certification; and maintenance of professional morale and development. The year 1984 must be a year of action. We must dispel myths and outline steps to improve the quality of our future teachers. (BJD)

ED 242 400

PS 014 116

Mullen, Franklin Chaffee, John

Checkpoint 83.

Urban ED 2000, Denver, CO.

Pub Date—83

Note—71p.; Light photographs separating sections in original document have been removed due to

marginal legibility.

Available from—Education 2000, P.O. Box 2451, Denver, CO 80201 (\$6.95; quantity discount available).

Pub Type—Books (010) — Opinion Papers (120)

— Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, *Cognitive Style, *Educational Practices, Elementary Secondary Education, Futures (of Society), *Neurological Organization, Physical Development, Postsecondary Education, *School Effectiveness, Social Change, *Values Education

Identifiers—*Computer Uses in Education

Organized in three parts, the nine brief chapters of this report aim to raise the information levels of policy makers and the public concerning several educational issues. After the first chapter's brief introductory indication of the purpose of the publication, chapter 2 provides an overview of changes that have marked the American scene since the mid-1960s, as well as changes to come by the end of the century. Chapters 3 and 4 review, respectively, research bearing on effective educational practices and schools, and findings of recent studies of the human brain. Chapter 5 discusses student learning styles and innovative approaches to learning, while chapter 6 explores problems and prospects of computer uses in education. Chapter 7 focuses on issues concerning adult education and specifies eight goals for adult learning in the year 2000. Chapter 8 explores sociocultural forces reshaping values held by the American people and investigates issues of values education and moral development. Chapter 9 concludes by urging readers to become involved in setting a new fashion for others to follow in creating a more sensible life, thereby enriching the cultural heritage. (RH)

ED 242 401

PS 014 141

Nebraska Schools: The Report of the Governor's

Task Force on Excellence in Education.

Nebraska State Office of the Governor, Lincoln.

Pub Date—30 Sep 83

Note—38p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Curriculum Development, *Educational Improvement, *Educational Objectives, *Educational Policy, Elementary Secondary Education, Graduation Requirements, School Community Relationship, *State Programs, Teacher Education, Teacher Evaluation, Teacher Salaries, Teacher Selection

Identifiers—*Nebraska

This document presents the findings of the Governor of Nebraska's task force on excellence in education. Initially, a transmittal letter states the charges, findings, and recommendations of the task force. Section 1 of the report presents a preamble and 12 findings and premises. Section 2 contains recommendations in four categories: (1) curriculum and standards; (2) teaching, which includes teacher preparation, pay, retention, and due process; (3) time and learning environment; and (4) public support, funding, and governance. Section 3, an executive summary, concludes the report. Appended are a list of task force members, suggested competencies, background information on Nebraska schools, and a bibliography. (BJD)

ED 242 402

PS 014 164

Hazen, Nancy L.

Children's Exploration of Large-Scale Environments: Effects on the Early Development of Spatial Concepts.

Pub Date—Apr 83

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-14, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, *Encoding (Psychology), *Exploratory Behavior, Longitudinal Studies, Playgrounds, *Preschool Children, Preschool Education, *Spatial Ability

Identifiers—*Active Learner, *Inference Skills, Symbolic Representation

A short term longitudinal study investigated the relationship between spatial ability and spatial competencies over the course of the preschool years. A group of 22 children, 3 years of age, were observed exploring two different novel environments with their mothers: an indoor children's mu-

seum and a small outdoor zoo. When the children were 3.5 to 4 years of age, they were given three tasks assessing ability to manipulate spatial knowledge of their preschool playground. Tasks assessed children's ability to use both near and distant landmarks, to infer spatial information not directly experienced, and to construct a toy model of the playground. Subjects were also given the Peabody Picture Vocabulary Test. One year later, 20 of the original 22 again received the assessment tasks, and teachers rated their attitudes toward exploring environments and materials. On the basis of initial observations, these preschool aged children were later classified as active or passive explorers. Overall, results indicated that: (1) passive and active explorers perform equally well on tasks assessing spatial competencies mastered earlier; (2) on tasks of moderate difficulty, passive explorers perform more poorly than active explorers but catch up later; and (3) on very difficult tasks, differences between active and passive explorers may be slight or nonexistent but may develop later. (RH)

ED 242 403 PS 014 182

Payrow, Stanley

Education in the Computer Age: Issues of Policy, Practice, and Reform. Volume 6, Managing Information: A Series of Books in Organization Studies and Decision-Making.

Report No.—ISBN-0-8039-1992-1

Pub Date—83

Note—231p.

Available from—SAGE Publications, Inc., 275 South Beverly Drive, Beverly Hills, CA 90212 (\$25.00, plus \$1.00 shipping).

Pub Type—Books (010)—Guides—Non-Classroom (055)—Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—*Computers, Cultural Context, *Delivery Systems, *Educational Needs, Educational Practices, Educational Technology, Elementary Secondary Education, Federal Government, Futures (of Society), Government Role, *Microcomputers, *Public Policy, *Public Schools, Research Needs, Social Change, State Government

Identifiers—*Computer Uses in Education, Technological Change, Technological Forecasting, Technology Assessment

Suggesting new policies for integrating technology into existing goals of the public schools, this book presents the argument that substantial educational improvements can be made through the use of computers. Chapter 1 contains an assessment describing the nature of technology events thought likely to occur during the 1980s. (A technology event is defined as a particular evolutionary phase in societal utilization of technology.) Chapter 2 discusses implications of environmental technology events for changing the nature of educational needs and types of educational services demanded by the public. Chapter 3 examines the impact of technology events on the evolution of technological opportunity and discusses implications for developing new forms of delivery systems. Chapter 4 examines some impediments to appropriate use of technology in education and speculates on political consequences if public schools do not respond adequately to projected environmental pressure for technological change. Focusing on instructional and administrative applications of computers, chapter 5 provides a framework for determining what an appropriate response by schools to the changing environment would or should be. Chapters 6 and 7 discuss policy issues at the federal and state levels. In conclusion, chapter 8 summarizes implications of policy and research recommendations for educational practice and professional training. (RH)

ED 242 404 PS 014 189

Jasik, Lynne S. Horowitz, Rebecca

On-the-Spot Course on Early Childhood Education in Phitsanulok, Thailand, 26 July - 10 August, 1983. Report.

Mount Carmel International Training Centre for Community Development, Haifa (Israel).

Pub Date—Aug 83

Note—11p.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Community Development, Course Objectives, Curriculum Development, Developing Nations, Early Childhood Education, Evaluation Criteria, Foreign Countries, *Inservice Education, *International Programs, *Preschool Teachers, Program Descriptions, *Teacher Educators

Identifiers—Thailand

Reported here is information about a 2-week training course on the topic of early childhood education in Thailand. Sections include (1) background information on the status of preschool education in Thailand and data on program participants, (2) objectives of the course, (3) description of program activities and procedures, (4) review and conclusions of the program, and (5) student evaluation questions. A list of participants is also included. (BJD)

ED 242 405 PS 014 191

Lombard, Avima D. Jasik, Lynne S.

On-the-Spot Course: Early Childhood Education.

Report.

Mount Carmel International Training Centre for Community Development, Haifa (Israel).

Pub Date—Aug 82

Note—20p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, Developing Nations, Early Childhood Education, Foreign Countries, International Programs, *Paraprofessional School Personnel, Postsecondary Education, *Preschool Teachers, School Community Relationship, *Social Workers, *Staff Development, *Training

Identifiers—*Malawi

This report describes a 2-week course in early childhood education designed for resident college students in Malawi. Section 1 discusses participation by an experimental combination of trained and untrained personnel: 6 social work supervisors, 2 paraprofessional playgroup organizers, and 13 paraprofessional playgroup leaders. Staff and objectives are described in section 2, while section 3 outlines the program of studies and daily schedule of events. An evaluation of the program is presented in Section 4, and site visits and meetings are discussed in Section 5. Section 6 concludes by presenting impressions about and recommendations for the course. A list of participants is also provided. (BJD)

ED 242 406 PS 014 192

Course on Early Childhood Education, September 22-December 22, 1982. Report.

Mount Carmel International Training Centre for Community Development, Haifa (Israel).

Pub Date—Sep 82

Note—38p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Child Development, Community Development, Creative Activities, Developing Nations, *Early Childhood Education, Foreign Countries, Health Education, *International Educational Exchange, International Programs, *Management Development, Parent Education, Parent Teacher Cooperation, *Professional Continuing Education, Special Education, Supervision, *Teacher Education

The topics and issues brought forth in this report are the result of a 3-month training course on early childhood education that included lectures, discussions, and field visits. Nineteen participants representing 11 countries lived together for 3 months during 1982, exchanging views and ideas. A list of program participants, staff, and sponsors is provided along with pertinent demographic information. Section 1 presents the program of studies, which focused on the individual in the process of growth and change, child psychology, curriculum development, pedagogy, health and nutrition education, creative drama, science teaching, handicrafts, community development, parental involvement, group dynamics, and supervision. Section 2 describes visitations to several special education institutes. The Home Instruction Program for Preschool Youngsters is discussed in section 3. Section 4 describes experiences at rural cooperative communities, on sightseeing trips, and at social events. Section 5 explains activities and offers discussions relevant to participants' return to their own communities. The project topics and lecturers are mentioned, and an explanation of World Food Day-1982 is also provided. (BJD)

ED 242 407 PS 014 193

Tepfely, Joan

Kindergarten Scheduling: What Will Children Forget?

Pub Date—[Nov 82]

Note—18p.; Paper presented at the Annual Conference of the National Association for the Educa-

tion of Young Children (Washington, DC, November 11-14, 1982).

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Early Childhood Education, *Kindergarten Children, *Preschool Children, *Recall (Psychology), *School Schedules, *Time Factors (Learning)

Identifiers—Alternate Day Scheduling, *Forgetting, Full Day Programs, Half Day Programs

Thirty-five kindergarten and 28 prekindergarten children were studied to determine the amount of forgetting that children experience in different learning situations. Two types of attendance scheduling patterns were used: (1) a full-day, alternate-day schedule; and (2) a half-day, every-day schedule. A relative balance existed between children's age and sex in both schedules. Randomly grouped, the children were presented a lesson and interviewed either 1, 2, or 5 days later. Four standardized tests were also administered. Results demonstrated a drop in recall between the 1-day and the 2-day groups in all aspects investigated. The 5-day group performed better than the 2-day group on initial recall of lesson components, but not on recall of lesson component details (with the exception of recall of a story). Three of the four standardized tests were found to correlate with children's recall ability. Implications of the study were seen to concern appropriateness of alternate-day scheduling for all children and the need to identify accommodations teachers must make in curriculum content and teaching methods. (Author/BJD)

ED 242 408 PS 014 201

Prevention Strategies for Healthy Babies and Healthy Children. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, First Session.

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

Pub Date—30 Jun 83

Note—344p.; Parts may not reproduce clearly.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-05883-8, \$8.00).

Pub Type—Legal/Legislative/Regulatory Material (090)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Birth Weight, Cognitive Processes, Cost Effectiveness, Early Childhood Education, Early Parenthood, Emotional Development, *Health Programs, *Health Services, Hearings, Incidence, Infant Mortality, *Infants, Intervention, Minority Groups, *Mothers, Nutrition, Physical Development, Pregnancy, *Prevention, Program Effectiveness, *Young Children

Identifiers—Brain Development, Congress 98th, Fetal Alcohol Syndrome, Life Span Development, Prenatal Care, Special Supplement Food Program Women Infants Child

Testimony presented in this document covers (1) current initiatives in the Public Health Service agenda to promote and protect the health of mothers and infants and to implement specific prevention activities in child health; (2) key issues in outcome and prevention along the human growth line; (3) recent neuroscience research having implications for the development of cognitive processes; (4) fetal alcohol syndrome; (5) emotional development and necessary elements of preventive intervention programs; (6) research into infant mortality, low birth weight, teenage problems associated with the high incidence of pregnancy, and prenatal care; (7) low birth weight in the low income minority population; (8) historical dimensions of the role of nutrition in preventive health care and evidence linking nutrition and pregnancy outcomes; and (9) results of longitudinal studies of early childhood education concerning the cost effectiveness of early intervention. Approximately half of the text is an administrative petition to the United States Department of Health and Human Services to reduce the incidence of low birth weight and resulting infant mortality. The petition proposes remedies, provides new data on the current status of maternal and infant health, highlights results of programs proven successful in increasing birth weight and lowering infant mortality, and includes a cost analysis of providing comprehensive prenatal care to those in need. (RH)

ED 242 409 PS 014 216

Schwartz, Jane

Research concerning Young Children of Divorced

Parents and Recommendations for Teachers.

Pub Date—Mar 83

Note—33p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Adjustment (to Environment), *Child Development, Cognitive Development, Developmental Stages, *Divorce, Expectation, *Fatherless Family, *Infants, Literature Reviews, Play, *Preschool Children, Sex Role, Social Support Groups, Teacher Attitudes, *Teacher Role

Identifiers—*Toddlers

With particular attention given to children under 6 years of age, this discussion identifies issues related to the effects on children of divorce, father absence, and student/teacher interaction. Research relating to these issues is reviewed, and recommendations for teachers are offered. Issues concerning divorce, the duration of separation, the child's age and developmental stage, and the presence or absence of family support systems are considered. Focusing on studies of infants and very young children, the discussion of father absence reports findings about positive contributions fathers make to families, the effect of father absence on children's cognitive development and school achievement, effects of fathers on sex-role development and positive heterosexual adjustment, and teachers' attitudes toward and expectations of children of divorce. Recommendations for teachers of young children focus on developmental considerations, teacher role and appropriate modifications of the curriculum, observations of children's play behavior to better understand and aid the child, and the problem of stereotyped negative expectations about the child of divorced parents. (RH)

ED 242 410

PS 014 221

Putrell, Mary Hatwood

Panel Presentation on Assessment.

Pub Date—Dec 83

Note—7p.; Paper presented at the National Forum on Excellence in Education (Indianapolis, IN, December 6-8, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Improvement, Educational Practices, *Educational Testing, Elementary Secondary Education, *Student Evaluation, *Teacher Role

Testing includes all the things teachers do to assess the learning progress of their students and to diagnose their learning difficulties. Most teachers can develop whatever tools they need to assess student progress, but, if teachers are to test rigorously and frequently, they must be given adequate time to evaluate students individually, adequate resources to assess student progress fairly, and the support of specialists to help diagnose particularly complex student learning disabilities. External evaluations are of little help; testing and assessment processes must be an integral part of the curriculum and instructional process. In addition to testing to improve classroom instruction, testing has other legitimate purposes, such as providing information to policy makers, parents, and the news media. (RH)

ED 242 411

PS 014 226

Kuchak, JoAnn And Others

School-Age Day Care Study. Final Report.

Applied Management Sciences, Inc., Silver Spring, Md.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Pub Date—15 Mar 83

Contract—105-81-C-011

Note—496p.; For related document, see ED 241 138.

Pub Type—Reports - Research (143)

EDRS Price - MF02/PC20 Plus Postage.

Descriptors—*Community Involvement, Demography, Elementary Education, Employed Parents, Family Characteristics, Family Structure, *Needs Assessment, *Parent Attitudes, *Participant Satisfaction, Public Policy, Questionnaires, Rural Urban Differences, *School Age Day Care, Selection, Siblings, State Surveys

Identifiers—Latchkey Children, *Minnesota, *Virginia

Providing data on school-age child care for the 1981-82 school year in Virginia and Minnesota, this study was designed to give state policymakers and program developers consumer profiles for urban, suburban, and rural residents who have various de-

mographic characteristics and children from 5 to 14 years of age. Preceded by an executive summary, chapter 1 of the report presents an overview of the study and research issues in school-age child care. Chapter 2 contains a detailed discussion of the procedures used to collect and analyze telephone survey and in-person interview data. Chapters 3 through 7 present the findings of the study; each chapter is organized according to an issue or theme. The themes discussed include school-age child care usage patterns, satisfaction with care, how parents find and select care, consequences of various types of care arrangements, families whose children are without adult supervision on a regular basis, and other special population groups. Chapter 8 discusses the community context for school-age child care in the two states and includes an overview of demographic variables, state and local programs, and issues that affect child care, as well as parents' views on needed care alternatives. Chapter 9 offers conclusions about future directions for school-age child care. Finally, appendices contain copies of the data collection instruments and item by state results. (RH)

ED 242 412

PS 014 228

Stodolsky, Susan S.

Classroom Activity Structures in the Fifth Grade.

Final Report.

Chicago Univ., Ill.

Spons Agency—National Inst. of Education (ED),

Washington, DC

Pub Date—Nov 83

Contract—400-77-0094

Note—361p.; Tables contain small print.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—*Classroom Environment, Classroom Observation Techniques, *Ecological Factors, Elementary Education, *Elementary School Students, Expenditure Per Student, Family Income, *Grade 5, Mathematics Instruction, Research Methodology, Research Problems, School Districts, Social Studies, *Student Behavior, *Teacher Behavior

Identifiers—Activity Segment, *Activity Structure

An ecological approach was used to gather data about properties of purpose, human behavior, and setting as they unfolded in classrooms. Participating were 11 elementary school districts in the Chicago Standard Metropolitan Statistical Area; districts were stratified by median family income (low, middle, high) and per pupil expenditure (low, high). Classroom transactions were analyzed by examining the activity structure and its activity segments. Activity structure within the classroom was defined as being the main tasks or types of activities in which the children and teacher participate. An activity segment was defined as a unique time block in a lesson occurring in a fixed physical setting. In the investigation, main variables of interest were segment properties and measures of student involvement in segments. Observations were made of eight students each in math and social studies classrooms within each district. Findings indicated that children's involvement in math and social studies classrooms was virtually identical. Student involvement was related to type of pacing and cognitive level of segments. A clear pattern of increasing involvement as a function of cognitive complexity was found to be present in both sets of subjects, and children's average involvement was highest when they were working cooperatively. Further, the function of a segment in the activity flow had a clear impact on student attention. (Sample instruments, coding definitions, classroom descriptions, and tables of data are appended.) (RH)

ED 242 413

PS 014 229

DuVall, Charles R.

A Study of Teachers' and Principals' Views of Sponsored Educational Materials That May Be Provided Schools by Consumers Power Company. Part I: Lower Elementary (K-3) School Teachers.

DuVall (Charles R.) & Associates, South Bend, Ind. Spons Agency—Consumers Power Co., Jackson, Mich.

Pub Date—Jan 84

Note—273p.; For related documents, see ED 215 938, ED 215 940, and ED 232 940.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Administrator Attitudes, *Elementary School Teachers, *Instructional Materials, Material Development, Opinions, Primary Edu-

cation, *Principals, Questionnaires, School Business Relationship, Tables (Data), *Teacher Attitudes

Identifiers—*Free Materials, *Sponsored Materials

Opinions of kindergarten through third-grade teachers concerning the use of free materials sponsored by businesses and companies were investigated. The investigation specifically attempted to determine and compare the following information: (1) respondents' teaching positions; (2) membership in professional organizations; (3) years of administration and teaching experience; (4) use of free materials in classes; (5) use of free materials provided by Consumers Power Company (CPC); (6) awareness of CPC's resource catalog; (7) administrative encouragement for use of sponsored materials; (8) present uses of sponsored materials; (9) determination of types of materials considered to be most useful; (10) features the respondent would like to see in future sponsored materials; (11) determination of a relative rank ordering of the different types of materials respondents would like to see CPC provide; and (12) a determination of respondents' opinions regarding five broad subject areas for CPC's potential materials development within the next 5 years. Additionally, respondents were asked for their suggestions for improving CPC's sponsored materials in any areas not previously covered in the instrument. Collected from responses to an "opinionnaire," data are organized in the form of bar charts, and reference is made to materials and selected comments received from teachers queried. Also included in the report are a copy of the instrument, bibliography of related materials, and verbatim transcripts of all remarks received from all respondents. (RH)

ED 242 414

PS 014 234

Goetsaki, Janet E.

The Implementation of a Parent Effectiveness Training Program to Develop Effective Parenting Skills.

Nova Univ., Fort Lauderdale. Center for the Advancement of Education.

Pub Date—Dec 83

Note—63p.; Ed.D. Practicum Report, Nova University.

Pub Type—Reports - Research (143) — Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Education, Interpersonal Communication, *Parent Attitudes, *Parent Education, Parent Participation, Parent School Relationship, *Parent Workshops, Questionnaires

Identifiers—*Parent Effectiveness Training, Parenting

This study addressed the need to encourage more parental involvement in children's educational, social, and emotional needs. Sixty parents of elementary school children responded to a survey regarding their interest in attending a systematically designed program entitled, "Parent Effectiveness Training." Findings indicated a parental need and desire for the program. As a result of these findings, eight weekly sessions (of 3 hours each) of parent training were implemented with four goals: (1) parental interest in having the meetings continued; (2) the establishment of a parental network of communication; (3) improved home school communication; and (4) improved parental attendance at school functions. A second survey, following completion of the program, indicated that the four goals of the program had been satisfied. Appended are the cover letter to parents, parent questionnaire, program attendance record, scoring scale for overall survey of program, notification to parents of program, letter of acceptance for program, letter of rejection, Gazetteer Leader Newspaper article, and a Star and Wave Newspaper article. (BJD)

ED 242 415

PS 014 246

Kimmel, Carol

Parental Involvement in Education.

Pub Date—7 Dec 83

Note—3p.; Paper presented at the National Forum on Excellence in Education (Indianapolis, IN, December 6-8, 1983).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Improvement, Educational Trends, Elementary Secondary Education, Parent Associations, *Parent Participation, Parent Role, *Parent School Relationship

Initially, public education came into being in this country as a direct result of the efforts of parents. However, affluence in the 1950s resulted in less

need for parental assistance in the schools. Since the 1950s, the erosion of the relationship between school and home has continued. The publication "A Nation at Risk: The Imperative for Educational Reform" has given little attention to parental involvement. However, programs and information concerned with parental involvement have been available from the National Parent Teacher Association, the March of Dimes, National Volunteers in the Schools, and the National Coalition for Parents' Involvement in Education. Every educator should reach out to groups interested in parental involvement in education to form coalitions that will benefit the schools. (BJD)

ED 242 416 PS 014 248

Peak, Rogene Hull, Connie

The Effect of Relaxation and Imagination Exercises on the Creativity of Elementary Children.

Pub Date—Oct 83

Note—26p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (1st, Jackson Hole, WY, October 13-15, 1983).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Creative Development, *Creativity Research, Creativity Tests, Elementary Education, *Elementary School Students, Grade 1, Grade 2, Grade 3, Grade 4, *Imagination, *Relaxation Training

In order to assess the effect of relaxation training and imagination exercises on the creativity of elementary-age students, 94 children in first through fourth grades were randomly assigned to either a treatment or control group. Prior to the treatment, all students were pretested on the Torrance Tests of Creative Thinking. Children in the experimental group participated in relaxation training and imagination exercises during their scheduled weekly homeroom session, while children in the control group did not. Twelve weekly relaxation-imagination sessions of between 20 and 40 minutes each were conducted. Findings did not support the proposition that relaxation training and imagination exercises will enhance children's creativity. (Appended are a weekly session outline, 12 statistical tables, and a cover sheet from the Northern Rocky Mountain Educational Research Association's first annual meeting.) (BJD)

ED 242 417 PS 014 249

Gallagher, Thomas G.

What Must We Do to Improve the Education of Those Who Intend to Teach?

Pub Date—Dec 83

Note—3p.; Paper presented at the National Forum on Excellence in Education (Indianapolis, IN, December 6-8, 1983).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Improvement, Elementary Secondary Education, Higher Education, *Teacher Characteristics, *Teacher Education, Teacher Effectiveness, *Teacher Improvement

Two ever-present occupational hazards that persistently weaken educational efforts in schools are (1) organizational aspects of the institution that distract from the goal of helping young people become the best possible individuals they can, and (2) infatuation with the means of education to the extent that the ends of education are not central or salient. Improved effectiveness in education will come from teachers who possess extraordinary qualities of mind and heart, exhibit a constant readiness to begin anew and adapt, and have been extremely carefully prepared. (RH)

ED 242 418 PS 014 250

Manual for the Evaluation of Local School Districts Pursuant to the Public School Education Act of 1975.

New Jersey State Dept. of Education, Trenton.

Pub Date—Jan 84

Note—100p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, Affirmative Action, Attendance, Basic Skills, Certification, Criteria, Curriculum, Educational Facilities, Educational Finance, *Educational Improvement, *Educational Planning, Elementary Secondary Education, Equal Education, Glossaries, Guides, Professional Personnel, *Program Evaluation,

School Community Relationship, *School Districts, *State Programs, State Standards, Worksheets

Identifiers—Mandatory Programs, *Program Monitoring, *Program Review, Public School Education Act 1975 (New Jersey)

The Public School Education Act of 1975 (Chapter 212) set forth certain responsibilities of the New Jersey State Department of Education. Among them is the monitoring of local school districts to assure that the necessary elements are in place to "provide to all children... the educational opportunity which will prepare them to function politically, economically, and socially in a democratic society." A comprehensive review of the act and its implementation concluded that the monitoring process did not support the key component of the act (i.e., local planning for educational excellence). This manual revises the monitoring process to reflect the objectives set forth in the document entitled "Implementation of the Public School Education Act of 1975—A Renewed Commitment, March 1983." Section 1 describes steps involved in the first-level monitoring process and worksheets used in such monitoring. Section 2 describes steps involved in a second-level review process, to be implemented only if a district has failed to be certified as a result of first-level monitoring. Section 3 describes the planning cycle central to the 1975 act and explains the connection between the monitoring process and the annual education plan. Appended are first-level worksheets for all 10 program elements and associated indicators, and a glossary of related terms. (RH)

ED 242 419 PS 014 253

Ryan, John W.

Economics of Higher Education: Are We Overeducating by Admitting Too Many Students? [Comments by the President of Indiana University].

Pub Date—Dec 83

Note—3p.; Paper presented at a Panel Discussion of the National Forum on Excellence in Education (Indianapolis, IN, December 6-8, 1983).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Admission, *Educational Change, *Educational Improvement, *Education Work Relationship, Higher Education, Technology

While some critics may point out the overabundance of college graduates in proportion to available jobs, Indiana is not admitting too many students at the higher education level. New technology has increased the demand for new occupations and a better educated work force. Emphasis must shift from quantitative growth in student numbers, programs, and institutional complexity to qualitative improvement. Universities cannot ignore the growing numbers of individuals returning to school, nor can they deny the function of higher education to teach people how to maintain skills over a lifetime. (BJD)

ED 242 420 PS 014 254

Wood, Robert C.

The Twentieth Century Fund's "Making the Grade."

Pub Date—8 Dec 83

Note—7p.; Summary outline of remarks of paper presented at the National Forum on Excellence in Education (Indianapolis, IN, December 6-8, 1983).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Improvement, Elementary Secondary Education, *Federal Government, *Government Role

Identifiers—*Twentieth Century Fund

Misconceptions contained in reports about the condition of education in the United States are pointed out, and issues omitted from the reports are indicated. Subsequently, the Twentieth Century Fund and its task force are briefly described; in addition, two basic strategic points about which task force members were in agreement concerning American schools and the role of the federal government, are disclosed. Concerning the federal role, three goals considered clear and obligatory are specified. In conclusion, eight recommendations for federal action are offered, and the importance of the federal role in education is emphasized. (RH)

ED 242 421 PS 014 256

Graham, Bob

Florida Governor Bob Graham's Remarks to the

National Forum on Excellence in Education (Indianapolis, Indiana, December 6-8, 1983).

Pub Date—7 Dec 83

Note—8p.

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Improvement, Elementary Secondary Education, *Federal Government, *Government Role, Public Schools, *State Government, *Teacher Role

It is argued in this address that public education, with its goal of widely distributed excellence, underlies basic American values. The classroom teacher is perceived as the central focus of the entire educational process, and ways of providing meaningful support to teachers are briefly suggested. New realities that the public and teachers must recognize are specified, and, in conclusion, views are stated about the educational roles and responsibilities of federal and state governments. (RH)

ED 242 422 PS 014 258

Aisberg, Helene R.

Public/Private Partnership—A Cost Effective Model for Child Day Care Services.

United Way of Connecticut, West Hartford.

Pub Date—14 Mar 84

Note—15p.

Pub Type—Opinion Papers (120)—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Information Services, Consortia, Cost Effectiveness, *Day Care, Early Childhood Education, *Employer Supported Day Care, Federal Legislation, *Fringe Benefits, Models, *Parent Education, *Referral, Tax Credits

Trends suggest that 11 million children in the United States will need day care services by 1995. Presently, corporations provide child care support through subsidies to low income employees or through community facilities, parent education, and information and referral (I & R) services. Such support results in reduced rates of absenteeism and turnover and improved work attitudes and recruitment. The public need for assistance in child day care services has been formally acknowledged through the legislative process. The 1981 Economic Recovery Tax Act and the Dependent Care Assistance Program provide tax relief for the provision and use of child day care services. Of available service options, I & R services are a primary step for corporate involvement and offer the most cost-effective mechanism for providing such support to employees. A model I & R service is the Corporate Consortium for Child Care in Hartford, Connecticut. In this operation, technical expertise is provided under a service contract with INFO LINE, a community I & R agency. Additionally, parent seminars are provided by an early childhood education specialist under a contract with the nonprofit regional education coordination agency. A child care representative within each of the participating corporations assists employees with procedures for child day care placements, using regularly updated computerized data based on lists of licensed centers and day care homes. (RH)

ED 242 423 PS 014 259

Morley, Daniel F.

The Boston Compact - An Evolving Partnership in Education.

Pub Date—25 Jan 84

Note—8p.; Paper presented to the Conference Board, "Business and the Public Schools: A New Partnership" (Washington, DC, January 25, 1984).

Pub Type—Reports - Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business Responsibility, *Community Coordination, Community Support, *Educational Improvement, Elementary Secondary Education, *School Business Relationship, *School Responsibility

Identifiers—*Boston Compact, *Massachusetts (Boston)

Collaboration between schools and businesses in Boston is now nearly a decade old. The most significant achievement of this partnership is the Boston Compact, a formal agreement between the Superintendent of Boston public schools and the Boston business community establishing that the schools will work to achieve annual percentage increases in student retention, curriculum improvement, and testing in exchange for business's preferential hiring

commitments for public school graduates. Measurable 5-year goals for the schools include annual 5 percent increases in test scores and attendance records. All graduates are expected to pass competency tests by 1986. For business, the measure consists of the number of graduates hired in full-time entry level, part-time, and summer positions. Goals for the first year were to have 200 companies sign the hiring pledge and to provide at least 1,000 summer and 400 permanent jobs. In addition, 25 local universities signed the Compact and have pledged a 5 percent increase, by 1989, in enrollment of Boston graduates and a concomitant increase in support to improve college retention. The city's many cultural institutions, museums, and social service agencies have redefined their roles as support vehicles for the Compact. Also, because the years preceding high school may be crucial in determining students' school careers, new initiatives have been made in the Boston middle schools to complement the Compact's efforts. (RH)

ED 242 424 PS 014 263
Hoot, James L.

Improving the Education of Very Young Children and Boosting University Enrollment through a Masters Degree Program in Child Care Administration.

Pub Date—Feb 83
Note—18p.

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Day Care, Early Childhood Education, *Educational Innovation, *Educational Quality, Higher Education, *Masters Programs, Program Evaluation, Questionnaires, *School Administration, Student Recruitment, *Teacher Education Programs, Weekend Programs
Identifiers—*North Texas State University

In order to meet increasing demands for quality child care, a graduate degree program was designed to develop leadership, management, supervision, and evaluation skills for persons in or aspiring to attain positions in child care administration. Based on a weekend college concept, coursework was scheduled on five Saturdays; course assignments were related to programs directed by participants, and emphasis was given to business and computers. Persons eligible to enter the program had to (1) meet all university admission requirements; (2) have an undergraduate degree from an accredited college or university; and (3) be a director, assistant director, head teacher, or education coordinator in a child care facility or aspire to such position. Courses offered in the 36-hour Master's Degree program were generally those approved in the Master's Degree program in early childhood education. A questionnaire was sent to all 27 program participants to obtain an indication of the relative success of the program and directions for program development. It was concluded that a graduate degree program designed for working child care directors can be successfully established. (Findings of the evaluation effort are reported, and the instrument is appended.) (RH)

ED 242 425 PS 014 273
Floody, Dale R. Weiberg, Jeanne

A Comparison of Group and Family Day Care.
Pub Date—[82]

Note—15p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Child Caregivers, Comparative Analysis, *Day Care, Early Childhood Education, Environment, *Family Day Care, *Interaction Process Analysis, *Preschool Children, *Social Behavior

Group and family day care settings were compared with respect to 16 child, teacher, and environmental variables. A total of 25 children, ranging in age from 3 to 5 years, served as representatives of group day care; 16 children, also ranging from 3 to 5 years in age, served as representatives of family day care. Child variables of interest were positive social interaction with peers and adults; prosocial peer behavior; helping behavior; imaginative play/role playing; prosocial, hostile, and total aggression; task persistence; and waiting patiently during delays. Teachers were rated on provision of structure and possession of personal warmth. Environmental characteristics observed were health and safety; materials, equipment, and activities; and physical space. Trained undergraduate observers unaware of the purpose of the study completed the assessments

of children, teachers, and environments. Observers also recorded the number of children present during the observational period as well as the number of participating adults. Analysis indicated a significant difference in 3 of the 16 comparisons: teachers' structuring behavior, children's positive interaction with adults, and number of children per teacher. Group care was found to have significantly more teacher structuring and positive interaction between children and adults, while family care had fewer children per teacher. It was concluded that findings suggest the possibility that, in general, no overwhelming and meaningful differences between group and family day care exist in many of the variables examined. (RH)

ED 242 426 PS 014 276
Flin, Rhona H.

The Ups and Downs of Face Recognition: A Unique Developmental Trend?

Pub Date—Apr 83

Note—17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Detroit, MI, April 21-24, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adolescents, *Age Differences, Child Development, Children, *Encoding (Psychology), Foreign Countries, Generalization, *Perceptual Development, *Recognition (Psychology), Research Problems

Identifiers—*Acquisition Behavior, Developmental Patterns, *Facial Characteristics, Scotland
Children's ability to recognize unfamiliar faces shows an unusual developmental trend: performance improves from 6 to 11 years, a temporary regression occurs at 12 years, and then recovery leads to adult-level performance. The first study described in this paper tested 80 children 5 to 11 years of age on a face-matching and recognition task. Results showed that age differences in face recognition are a function of encoding ability at acquisition and cannot be attributed to an age-related improvement in recognition or storage skills. Using a sample of 271 children 7 to 16 years old, the second study examined the effect of orientation on face recognition and found an inversion effect for children under 10 years and a significant improvement in performance for both upright and inverted faces. This finding updates earlier results and indicates the following: (1) general pattern encoding skills contribute to the recognition of upright faces; and (2) young children's face encoding is orientation-sensitive. Using a sample of 142 children from primary 3, 6, and 7 classes and senior 1, 2, and 4 classes, the third study assessed the generality of the unusual regression at 12 years and found that a similar "dip" in performance also occurs for children's recognition of pictures of houses. These data suggest that children's recognition of faces and pictures may be essentially similar processes. The finding of a dip in children's picture recognition adds to a growing catalog of similar developmental regressions. Possible explanations for this temporary loss of ability are discussed. (Author/RH)

ED 242 427 PS 014 302
Haney, Walter

Thinking About Test Development.

National Inst. of Education (ED), Washington, DC.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jan 81

Note—24p.

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Criterion Referenced Tests, *Educational Innovation, Elementary Secondary Education, Learning, Norm Referenced Tests, *Program Evaluation, Research Problems, Selection, *Standardized Tests, *Test Construction, Test Reliability, *Test Use, Test Validity

Identifiers—*Inference, Project Follow Through
The question of how standardized tests can be better developed to improve educational program evaluation is probed in this paper. After the first section's brief introduction, section 2 explores the thesis that tests developed in terms of selection and inference may not serve current social functions of educational testing. To clarify this thesis, section 3 recounts an example of instrument development from the history of Project Follow Through, suggesting that the value of an instrument may be overlooked because the instrument is judged by criteria inappropriate to the original motivations behind its

development effort. Section 4 attempts to go beyond the statement of the problem to suggest how thinking of a test as a source of individual learning might guide test development in nontraditional ways. Section 5 sums up some of the possible connections between testing and various social functions, pointing to some alternate ways in which standardized testing may serve goals of evaluation. (RH)

ED 242 428 PS 014 309
Pierce, Chester M.

Extreme Environments: The Ghetto and the South

Fols.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—[81]

Note—31p.

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Adjustment (to Environment), Blacks, Cooperation, *Disadvantaged Environment, *Disadvantaged Youth, Early Childhood Education, Educational Needs, Emotional Development, *Futures (of Society), Ghettoes, Minority Groups, Personality Development, Psychological Characteristics, *Stress Management, *Stress Variables, Whites

Identifiers—*Twenty First Century

Extreme environments, such as polar regions or space crafts, provide an analogue for speculations concerning the needs of educational provisions for, and environmental impacts on ghetto youth in kindergarten through the third grade. This discussion first centers on the common qualities of an extreme environment (whether exotic or mundane): forced socialization, spatial isolation, depression, time elasticity, biological dysrhythmia, sociological dysrhythmia, increased free time, extremes of noise and silence, loneliness, fears of abandonment, anxiety, panic, information fractionalization, boredom, and inability to escape. These qualities are thought to offer specific intervention and prevention sites for the attenuation of environmental consequences. After exploring aspects of stress management in relationship to the needs of the young ghetto child, the discussion shifts to consider optimal characteristics of the 21st-century citizen, notable cosmopolitanism, that can be nurtured in the early school years. The concluding discussion postulates essential elements in education for young children in the 21st-century. In addition to attaining knowledge of the range and scope of intellectual possibilities, it is argued that ghetto youth should learn the consequences of pride and flexibility and, especially in the areas of health and racism, acquire concepts and skills enabling them to more adequately control their destiny. (RH)

ED 242 429 PS 014 311
Steinberg, Jill A. And Others

Mother-Daughter Relationships during the Latency Period: Communication, Affection and Activities.

Pub Date—Apr 83

Note—21p.; Paper presented at the Annual Meeting of the Western Psychological Association (San Francisco, CA, April 6-10, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Activities, Affection, *Daughters, Employed Parents, Interpersonal Communication, *Mothers, One Parent Family, *Parent Child Relationship, *Preadolescents, Questionnaires

Identifiers—*Latency Age Children

A cross section of mother/daughter pairs was analyzed in order to increase understanding of the mother/daughter relationship during latency. In each pair, the daughter was 9 to 11 years old, and the mother was divorced or living with her husband and employed or at home full-time. A total of 41 pairs were recruited from after-school day care centers, Girl Scout troops, and other sources within an affluent southern sector of the San Francisco Bay area. Mothers and daughters independently completed parallel forms of a 29-item questionnaire measuring communication, affection, and shared activities. Four separate scores for each of the three variables were generated: one for the mother's self description, one for her description of her daughter, one for the daughter's self description, and one for the daughter's description of her mother. Overall, results indicated fairly high levels of perceived communication, affection, and activity from both moth-

ers' and daughters' perspectives. More specific findings revealed that (1) mothers report the relationship to be somewhat better than do daughters; (2) age differences among daughters exist (e.g., 10-year-old girls were perceived as less communicative and less affectionate than girls 9 or 11 years old); (3) marital status of mothers had no impact on the three variables; and, in terms of specific items, pairs in which the mother was employed full-time generally enjoyed the most frequent exchange of communication and affection and involvement in activities. (RH)

ED 242 430 PS 014 312
Burton, Stephen A. Goggin, William C.
An Assessment of Interpersonal Behavior Development Using the FIRO-BC.
Pub Date—Mar 83

Note—23p; Paper presented at the Annual Meeting of the Southeastern Psychological Association (28th, Atlanta, GA, March 24-26, 1983).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Age Differences, *Developmental Stages, Geographic Location, *Interpersonal Relationship, *Preadolescents, Sex Differences, *Social Behavior, *Social Development, Theories
Identifiers—*Fundamental Interpersonal Relations Orientation BC, Schutz (William)

Many human behaviors (e.g., cognitive, moral, and psychosocial) follow predictable developmental patterns or stages. The study reported examined the interpersonal development of 9- through 13-year-old children. A total of 282 children were administered the Fundamental Interpersonal Relations Orientation - Behavior Children (FIRO-BC) test to identify and describe a stage-like progression in interpersonal behavior development. The data presented here failed to evidence such a progression. Rather, interpersonal behavior was largely unrelated to age until children reached 13, whereupon their profiles were significantly different from those of younger children. Similarly, gender-related differences appeared for the first time in 11-year-olds and increased dramatically by age 13. These two facts suggest that interpersonal behavior may be more clearly related to puberty than has been previously supposed. (Author/RH)

ED 242 431 PS 014 315
Kreppner, Kurt
Family and Individual Development: Socializing a Child within the Family. Draft
Pub Date—9 Jun 83

Note—24p; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (7th, Munich, West Germany, July 31-August 4, 1983).

Pub Type—Opinion Papers (120) — Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Developmental Tasks, Ecological Factors, *Family (Sociological Unit), Family Characteristics, Family Structure, *Fathers, *Individual Development, *Infants, *Mothers, Research Problems, *Socialization, Social Theories, Videotape Recordings

Identifiers—Context Effect, Developmental Patterns, Havighurst (Robert), Mutuality, Orthogenetic Principle, Social Interaction, Werner (Heinz)

The analysis presented here focuses on different problem situations extracted from everyday interactions in which individual developmental changes of the child interfere with well-established interaction patterns of the family. These problem situations require conjoint mastery of two objectives: (a) successful integration of the child into the family system, and (b) adaptation of the interaction patterns of the family to the new abilities and needs of the child. It is hypothesized that the "course" of development of a socializing family can be likened to the process of differentiation, specification, and hierarchical integration of a developing organism, according to Heinz Werner's conception of the "orthogenetic principle," and it is suggested that this process can be confined to a few "critical" situations, over a period of time, in which new problems associated with the development of the child emerge and have to be resolved. Proceeding from Havighurst's conception of developmental tasks, one can view such critical situations in which the family system has to be newly balanced as "socialization tasks." Methodologically, this approach provides a basis for the comparison of families in their

management of socialization problems in everyday situations. This approach may also lead to a new way of looking at the interplay between individual and family development. (Author)

ED 242 432 PS 014 316
Rochat, P.

Oral Activity by Young Infants: Development of Two Differentiated Patterns of Response.

Pub Date—Jul 83

Note—12p; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (7th, Munich, West Germany, July 31-August 4, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, *Exploratory Behavior, *Infant Behavior, *Infants, Intervals, *Neonates, Novelty (Stimulus Dimension), *Perceptual Development, Time

Identifiers—*Sucking Behavior, Taste Discrimination

Pressure variations applied by newborns and by infants 1 to 4 months old to rubber nipples were recorded in three different procedures under no-fluid conditions. In the first study, infants were presented for 90 seconds with novel nipples varying in shape and in shape plus material. Results suggested that a developmental trend existed for an increase in oral exploration and decrease in sucking. Further, this age trend was found to be influenced by the type of nipple. In the second study, infants were successively presented with novel rubber nipples for 10 time blocks 30 seconds long and separated by pauses 30 seconds in duration. Results showed that, according to age, repeated presentations caused different variabilities of the mean proportion of two patterns of response: sucking and exploration. Finally, in a third investigation, gustative parameters as opposed to "geometric" features of the intra-oral stimulus were manipulated. Infants were presented for 30 seconds with a dry nipple, one previously soaked in water, or one soaked in water with 15 percent sucrose. Results confirmed the general evolution of exploration and sucking patterns of response, with responses not being significantly affected by the introduced gustative variations. Results were interpreted to support the contention that there is a double function of the mouth: nutritive as well as perceptual, with the latter function gaining in importance within the first months of life. (Author/RH)

ED 242 433 PS 014 322
Seligson, Michelle And Others

School-Age Child Care: A Policy Report.

Wellesley Coll., Mass. Center for Research on Women.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.

Pub Date—Dec 83

Note—85p; For "School-Age Child Care: An Action Manual," a report directed to program implementers, see ED 223 342.

Available from—School-Age Child Care Project, Wellesley College Center for Research on Women, Wellesley, MA 02181 (\$10.00).

Pub Type—Reports - General (140) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adjustment (to Environment), Elementary Education, Financial Policy, High Risk Persons, *Improvement Programs, *Public Policy, *School Age Day Care, School Community Programs, School Role, Standards, State Legislation

Identifiers—*Latchkey Children

This report, designed for program initiators such as policymakers and advisory committees, is the second of two publications on school-age child care. This document specifically addresses school-age child care policy and focuses attention on various programs offering children a predictable and safe environment of care and informal learning. Sections address (1) what we know about school-age child care, (2) research evidence, (3) the history of school-age child care in America, (4) the special role of the public schools, (5) financing, (6) regulation, and (7) recommendations for policymakers. Appendix A presents school-age child care models of government/parents/community/school partnerships and school-sponsored programs. Appendix B includes an income and expenses comparison of three school-age child care programs. Appendix C pro-

vides a tabular comparison of state day care licensing standards and a list of current state day care licensing offices. Appendix D provides a model of legislation for a school-age child care enabling statute. Footnotes, references, and resources are also provided. (BJD)

ED 242 434 PS 014 323
Malgieri, Patty And Others

Income Eligible Day Care Client Impact Survey: Effects of Cutting Day Care Subsidies to Low Income Families.

Center for Governmental Research, Inc., Rochester, NY.

Pub Date—Dec 83

Note—88p; Prepared for the Human Services Data Sharing Project, Monroe County, NY.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Community Surveys, Coping, *Day Care, Early Childhood Education, *Family Characteristics, *Family Income, *Federal Aid, *Low Income, Public Policy, Questionnaires, *Retrenchment

Identifiers—Dependency (Economic), New York (Monroe County), Reagan Administration, Subsidized Child Care Services

One of a series, this background paper is intended to provide accurate, objective, and comprehensive information regarding the content and effects of new federal approaches to the funding and delivery of human services at the local level. Contents specifically focus on effects in Monroe County, New York, and concern a study of families losing county day care subsidies. Described are characteristics of affected families, methods of coping with subsidy loss, effects of cuts on the creation of other dependencies, and other problems encountered by excluded families. Participating were 191 families whose subsidies were cut but who became eligible for another subsidy and 111 family care recipients who were ineligible for any subsidy. Because of some overlap between groups, the total population of families was 293. A total of 430 children using some form of county subsidized care were affected. Findings showed that the loss of a day care subsidy had many negative effects. Policy recommendations concluded that the findings of the survey offer compelling reasons to be concerned about the provision of day care subsidies to certain lower income families. Not only did these subsidies enhance the quality of life of many hundreds of children and their parents but they also provided an effective tool in reinforcing individual work efforts. (Survey methodology is described in a technical appendix, and the interview questionnaire is included.) (RH)

ED 242 435 PS 014 326
Yin, Robert K.

Federal Support for Research on the Family: An American Political Quandary. Draft.

Case Study Inst., Washington, DC.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jun 80

Contract—NIE-P-80-0066

Note—38p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, *Family Life, Family Programs, Family Role, *Federal Government, *Financial Support, Public Agencies, *Public Policy, *Research Projects, *Research Utilization

Identifiers—National Institute of Education

The purpose of this paper is to indicate how the ambivalent posture of the government toward families has affected federal support of research on the family and studies of the family as educator. After an introductory section providing background information about American public policy, families, and education, the discussion centers on the fragmentation of support for family research. Specific topics discussed include patterns of support among federal agencies and diversity in support for research related to families and education. Subsequent discussion explores the uncertain path between knowledge and practice in terms of the federal emphasis on research utilization and the use of family research in education. The concluding section focuses on program priorities at the National Institute of Education. Current efforts of the Institute concerning families and education and the continuing dilemma for agencies attempting to support family research are discussed. Appended materials provide a partial list of family research supported by federal agencies

and an organizational chart of federal interagency panels. (RH)

ED 242 436 PS 014 327

Carroll, Jeri A.

The Effects of Cognitive Tempo on Cue Selection

Strategies of Young Children.

Pub Date—[77]

Note—28p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Development, *Cognitive

Style, *Conceptual Tempo, *Cues, *Dimensional

Preference, *Early Reading, Efficiency, *Elementary

School Students, Kindergarten Children, Primary

School Education, Scoring, Scoring Formulas

Identifiers—*Matching Familiar Figures Test (Kagan)

To determine whether or not cognitive tempo influences visual cue preferences in early readers, 65 kindergarten, first-grade, and second-grade children were tested on the Matching Familiar Figures (MFF) test and a cue selection nonsense trigram test. It was hypothesized that significant differences would be found in cue selection strategies of subjects at each grade and over all grades, with subjects exhibiting varying impulsivity and efficiency scores. Further, it was hypothesized that there would be a developmental trend in impulsivity and efficiency scores and on the cue selection preference task. Trends in cue selection for data pooled across all grade levels supported the hypothesis for an order by ranking of preferred cue (specifically, first letter, last letter, middle letter, and word shape). An examination of the data for the amount of influence impulsivity or efficiency scores had on cue preference indicated that neither had any truly predictive ability. Results were interpreted to indicate that cognitive tempo is developmental in nature. It was concluded that, since visual cue preference is not significantly influenced by impulsivity or efficiency, the initial step in reading instruction could be the training of all subjects in initial position visual focusing on word recognition tasks. (Author/RH)

ED 242 437 PS 014 328

Morgan, Elizabeth L. Spearly, Diane Hawk

Child Care Consortiums by Employers: Four Inter-

organizational Issues to Consider When Develop-

ing a Joint Project [Manual, and] Hospital

Employee Child Care Project, Final Report

(January-March) and Executive Summary.

Austin Child Guidance and Evaluation Center, TX.

Spons Agency—Administration for Children,

Youth, and Families (DHHS), Washington, D.C.

Pub Date—28 Feb 84

Grant—OHDS/ACYF-90-CW-670/01

Note—102p.

Pub Type—Guides - Non-Classroom (055) - Re-

ports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Conflict, *Cooperation, Early Child-

hood Education, *Economic Factors, *Educa-

tional Planning, *Employer Supported Day Care,

Failure, Grantsmanship, Guidelines, Hospitals,

*Power Structure, Program Descriptions, Program

Development

Identifiers—*Child Care Consortia, Texas (Austin)

Growing out of a review of the process and out-

come of the Hospital Employee Child Care Project

(HECCP), an unsuccessful child care consortium,

this manual was developed to help groups considering

similar joint child care projects. After reading

the manual, it is hoped that project initiators will be

more sensitive to influences on the consortium, will

be able to incorporate an interorganizational per-

spective in their plans, and will also have information

to assist them in assessing the feasibility of

developing a joint child care project in their commu-

nity. Specifically, the discussion focuses on (1) is-

suues of cooperation, economic utility, power, and

conflict; (2) ways consortia can be viewed from the

perspective of these issues; (3) how the issues may

be demonstrated in a joint project; and (4) guide-

lines for similar projects. Also included in the docu-

ment is HECCP's very brief final report and more

extensive executive summary. Discussed in the

summary are the background and objectives of

HECCP, the outcome of the project, the decision to

produce a manual for the benefit of others initiating

similar projects, plans for disseminating the manual,

and 26 recommendations and 9 points thought

likely to be of interest to project planners submitting

grant proposals. (RH)

ED 242 438 PS 014 329

Finegold, Lynda

La Exploración Del Contexto Social y Sus Efectos

en el Programa de Español en Mexico Rural.

(Exploring the Social Context Affecting a

Pre-School Spanish Program in Rural Mexico).

Pub Date—[82]

Note—53p.; Filmed from best available copy.

Language—Spanish

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—American Indians, Bilingualism,

*Classroom Environment, *Community Influence,

*Family Influence, Foreign Countries, *Pre-

school Children, Preschool Education, Rural

Areas, *Second Language Learning, Spanish

Speaking

Identifiers—Context Effect, *Mexico (Guerrero),

*Nahuatl

A major stumbling block for the implementation

of Mexico's Global Development Plan has been the

country's large rural population of Indians. One

government strategy to integrate this sector into the

mainstream of society has been to teach Spanish,

the official language, as a second language, while at

the same time fostering ethnic pride. The explor-

atory study described here aimed to contribute to

available research by analyzing factors in the suc-

cess of second language programs. A causal model

defined three social contexts directly affecting 33

Nahuatl children living in three rural hamlets in the

state of Guerrero and enrolled in a pilot preschool

Spanish program. The model included community,

family, and school variables. By analyzing children's

proficiency levels, the varying degrees to which sev-

eral social variables influenced language learning

progress were defined. The data, collected over a

1-year period, incorporated both qualitative and

quantitative information. Findings indicated that,

although all three conglomerates of variables af-

fected language performance, the classroom envi-

ronment was of the greatest relevance, with the

home and village intervening indirectly in oral

Spanish proficiency levels. This finding has strong

implications for educators and language planners

since it reconfirms the school's role in the success or

failure of language policy. (Author/RH)

ED 242 439 PS 014 330

Friedman, Dana E.

Government Initiatives to Encourage Employ-

er-Supported Child Care: The State and Local

Perspective.

Center for Public Advocacy Research, New York,

NY.

Spons Agency—Greater New York Fund, N.Y.;

New York Community Trust, N.Y.; New York

State Dept. of Social Services, Albany.

Pub Date—Jul 83

Note—147p.

Available from—Center for Public Advocacy Re-

search, Inc., 12 West 37 Street, New York, NY

10018 (\$10.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Community Action, *Community

Programs, Conferences, Criteria, Early Child-

hood Education, *Employer Supported Day Care,

*Government Role, Human Resources, Informa-

tion Services, Legislation, Referral, Selection,

*State Action, State Government, *State Pro-

grams, Technical Assistance

Identifiers—Alternative Work Schedules, *New

York

A study was conducted to identify a range of strat-

egies that New York State government could adopt

to stimulate business and industry to provide sup-

portive family benefits, services, and work policies.

The investigation included a national survey of state

and local government initiatives and a special analy-

sis of policies appropriate for New York State; in-

quiries were sent to approximately 500 state

government agencies, to the mayors of the 100 larg-

est cities in the United States, and to a network of

community-based organizations and academic insti-

tutions that have been encouraging local employers

to consider the family needs of their employees.

Phone contact was made with policymakers to de-

termine the reasons for a strategy's success or failure

and to investigate the bases for such evaluations.

Respondents were found to view government vari-

ously as educator, broker, facilitator, and role

model. Once the basic roles and strategies had been

identified, ideas were presented for refinement to a

group of state government, corporate, and commu-

nity specialists. While final recommendations were

targeted for New York State, the criteria applied to

their development were seen to provide a frame-

work for any state or locality to use in the creation

of policy objectives and strategies to encourage em-

ployer support to working parents. (A brief project

description, an example of model legislation, and a

list of state and local resources are appended.) (RH)

ED 242 440 PS 014 331

Fowler, Dora

A Guide to Effective Administration in Day Care.

Pub Date—83

Note—275p.

Available from—Associates in Human Develop-

ment, Inc., P.O. Box 256, Palatine, IL 60078-0256

(\$19.95, plus \$2.00 shipping; 10% discount on or-

ders of 25 or more copies).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—Administrator Guides, Child Care-

givers, Classroom Techniques, *Day Care, Early

Childhood Education, Enrollment, Health, Inser-

vice Education, Insurance, Personnel, Preschool

Curriculum, Records (Forms), *School Adminis-

tration, Staff Orientation

Following a brief section concerning elements of

the management process, the eight chapters in this

guide for day care directors discuss personnel, staff

orientation, staff inservice training, enrollment,

classroom management, curriculum, health main-

tenance, and, briefly, center management. Each chapter

includes numerous forms that can be used and

adapted freely by practitioners. Text materials con-

cerning personnel focus on hiring and conducting a

performance review; those concerning staff orienta-

tion are offered in the form of a manual indicating

goals for a range of programs and center policies.

Discussion dealing with staff inservice training indi-

cates responsibilities in various center contexts. En-

rollment materials provide guidelines for

developing a center brochure and a parents' hand-

book, and offer forms for purposes ranging from

application for admission to placing names on a

waiting list. The chapter on classroom management

consists entirely of forms to document such infor-

mation as monthly attendance, hourly count, food

inventories, and administration of medicines. The

chapter on curriculum describes programs based on

early childhood principles and concepts, and also

provides assessment and evaluation forms. Health

maintenance materials feature, among other things,

a chart of childhood illnesses and form letters for

health updates. Finally, the chapter on center man-

agement discusses insurance for centers. (RH)

ED 242 441 PS 014 332

Demographic and Social Trends: Implications for

Federal Support of Dependent-Care Services for

Children and the Elderly. Select Committee on

Children, Youth, and Families, House of Repre-

sentatives, Ninety-Eighth Congress, First Ses-

sion, with Additional Views.

Congress of the U.S., Washington, D.C. Congressio-

nal Budget Office; Congress of the U.S., Wash-

ington, DC. House Select Committee on

Children, Youth, and Families.

Pub Date—Dec 83

Note—91p.

Available from—Superintendent of Documents,

U.S. Government Printing Office, Washington,

DC 20402 (Stock No. 052-070-05895-1, \$2.50).

Pub Type—Legal/Legislative/Regulatory Materi-

als (090)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—After School Programs, Day Care,

Demography, Early Childhood Education, Eco-

nomic Factors, Employed Parents, *Family Char-

acteristics, *Federal Aid, Federal Government,

Government Role, Low Income Groups, Mothers,

*Older Adults, Poverty, Public Policy, School

Age Day Care, *Social Change, *Social Services,

*Young Children

Identifiers—Dependency (Economic), *Dependent

Care Services

Prepared by the Congressional Budget Office, this

report projects the level of care very young children

and very elderly adults will require in the coming

for services, tax expenditures, or a mixture of both; some would increase federal costs while others would redirect the current level of resources. Section 2 specifically describes the existing federal role and discusses issues related to changing that role, choosing between alternative options, and structuring federal programs. Section 3 focuses on child care options and options for care of the dependent elderly. Appended to the report are materials concerning estimation methods and supplementary views of members of the House Select Committee on Children, Youth, and Families. (RH)

ED 242 442 PS 014 387
Kotin, Lawrence. *And Others*
Legal Handbook for Day Care Centers.
Johnson (Lawrence) and Associates, Inc., Washington, D.C.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Report No.—DHHS-OHDS-83-30335
Pub Date—81
Contract—105-77-1083
Note—149p; Revision and expansion of Day Care Legal Handbook (ED 145 925).
Pub Type—Guides - General (050)

EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Administrative Policy, Certification, Child Abuse, Child Custody, *Day Care Centers, Disabilities, Early Childhood Education, Guidelines, *Laws, *Legal Responsibility, *Legislation, Medical Services, Organization, Personnel Policy, Program Development, Recordkeeping, Zoning

This guide offers a comprehensive basis from which administrators of day care centers can identify legal issues and become aware of laws applying to the resolution of those issues. Sections of the guide focus on (1) choosing an organization type, (2) forming the organization, (3) formal legal requirements in establishing the program, (4) basic management considerations, (5) insurance and contracts, (6) liability and board/director/staff legal relationships, (7) licensing requirements, (8) zoning, (9) aspects of personnel law (wages, benefits, and working conditions), (10) anti-discrimination, (11) medical care and treatment, (12) issues relating to custody, (13) responding to suspected cases of child abuse and neglect, (14) serving handicapped children, and (15) maintenance of records and the right to privacy. While much of the handbook does not address itself specifically to problems of family day care providers, some material is relevant to operators of family day care programs. (BJD)

RC

ED 242 443 RC 014 110
School Fits Three R's into Four Days.
Pub Date—9 Jun 83

Note—2p.
Journal Cit—Sun-News (Las Cruces, New Mexico), p12a June 9, 1983
Pub Type—Reports - Descriptive (141) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Experimental Programs, Public Schools, Rural Schools, School Administration, School Policy, *School Schedules

Identifiers—*Four Day School Week, PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: The last bell rings at 4 o'clock and kids come tumbling out of classrooms, eager to be free for the weekend. As lockers bang shut and chatter fades out the front door, one teacher sighs, "Thank God it's Thursday." Thursday? For the 250 students and 16 teachers in this southwestern Oregon farming community, Thursday marks the end of the school week in an experimental program that packs the three R's into four days. Started last fall to save money on heating, lighting and busing, the four-day school week appeals to teachers who enjoy long weekends and parents who say their children are more enthusiastic about school. "We're still on a trial basis," said Bob Brown, chairman of the Days Creek school board. "But we haven't had one complaint to the board against it. Basically, we figure everyone must be satisfied." The four-day school week is gaining acceptance in rural school districts, as administrators search for ways to cut budgets without cutting staff. Scattered districts in 13 states now operate on an abbreviated week, with the larg-

est number in Colorado, said Paul Bauman, policy analyst for the Denver-based Education Commission of the States. In at least two other states, legislation has been introduced to permit four-day school weeks, he said. There have been no major studies analyzing the success of the four-day school week nationwide, said Bauman. A 1981 study of Colorado schools concluded that the system needed more time before it could be fairly evaluated, he said. Nationwide, the four-day week is limited to rural school districts, where many students spend their days off helping on the family ranch or farm, Bauman said. The grandfather of the four-day week is the 400-student Cimarron, N.M. school district, where a Tuesday-through-Friday schedule has been in effect for 10 years. Superintendent Joe Pompeo says that community would fire him if he switched back to a five-day week. In Oregon, Days Creek and Prospect, about 45 miles northeast of Medford, are winding up a one-year trial program approved by state school Superintendent Verne Duncan. Both districts want to keep the schedule and officials in Rogue River say they are considering a four-day week. Shifting to a shorter week required the Oregon school districts to get a one-year waiver from a state regulation that students spend 175 days a year in the classroom. (Author)

ED 242 444 RC 014 140

McKenna, Paul G.
The Humanities Flourish in Rural Communities.

Pub Date—83
Note—4p.
Journal Cit—Rural Community Education Report; n19 p2-3 Spr-Sum 1983
Pub Type—Journal Articles (080) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Committees, *Community Education, Community Involvement, *Community Programs, *Humanities, Library Role, *Library Services, Program Descriptions, Program Development, Program Effectiveness, *Rural Areas, *Rural Education

Identifiers—PF Project, *Rural Libraries and the Humanities Project

For the last year, the Rural Libraries and the Humanities Project has assisted 30 rural libraries in Colorado, Kansas, and Oklahoma in developing locally initiated humanities programs. Program packets focusing on heritage, literature, and women were prepared to aid in program development. Development of unique local programs was also encouraged. Project staff gave assistance in the formation of local steering committees and in the program development process. Success was directly related to the active participation of the steering committees. In many communities, the program ceased to be a library project and became a community project. Flagler, Colorado closed Main Street in order to stage "Country School Legacy," a program which effectively involved the total community. Stafford, Kansas presented four programs which focused on Kansas writers and poets. Tonkawa, Oklahoma created a slide-tape program of historical photographs representing the early years of the community. Over 60 programs have been developed and presented, and nearly all of the participating libraries wish to continue developing humanities programs. Information on how other nonprofit organizations can conduct similar programs can be obtained from the Colorado Humanities Program, the Kansas Committee for the Humanities, or the Oklahoma Foundation for the Humanities. (DC)

ED 242 445 RC 014 141

Nickel, Jean Krahn
Grasping the Fund Raising Straws.

Pub Date—83
Note—3p.
Journal Cit—Rural Community Education Report; n19 p1,4 Spr-Sum 1983
Pub Type—Journal Articles (080) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Activities, Community Education, Community Involvement, *Fund Raising, Guidelines, Postsecondary Education, *Program Development, Publicity

Identifiers—PF Project

This article offers suggestions for and examples of fundraising activities for community-based education programs. Topics addressed include: (1) the importance of fundraising and the advantages of being self-sufficient; (2) recommendations on planning fundraising activities and on planning

campaigns to publicize the activities; and (3) approaches to grass roots fundraising. Examples of the following types of fundraising activities are given along with guidelines for conducting them: dinner theaters, tours of unique or interesting homes, and bake sales. (DC)

ED 242 446 RC 014 144

Raiole, Ed

Outdoor Adventure Activities for New Student Orientation Programs.

Pub Date—[84]
Note—6p.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adventure Education, College Students, *Experiential Learning, *Group Activities, Group Dynamics, Group Experience, Higher Education, Individual Development, *Outdoor Activities, Outdoor Education, *Physical Activities, Program Descriptions, Risk, *School Orientation, Student Adjustment, Student College Relationship

Identifiers—PF Project
A college student orientation program is described which incorporates outdoor adventure activities. The purpose of the program is to challenge the participants and encourage cooperation between individuals. The two general categories of adventure activities used in this program are low risk (initiative games, nature walks, camping, and nature photography) and medium risk (cycling, backpacking, ropes courses, sailing/boating, and winter camping). Opportunities provided for students by this program include new and exciting experiences, development of cooperation and trust, interaction with the natural environment, socialization, and promotion of physical fitness. Among the reasons given for using the activities in this program are that they provide common experiences, stress interaction and cooperation, facilitate dialogue, encourage trust, break down social and psychological barriers, and provide experiential learning. Three important considerations when choosing outdoor adventure activities are: (1) establish goals and objectives; (2) design activities to fit the geographical and environmental setting; and (3) choose the types of adventure activities that the staff is qualified to handle. Six books are listed as resources for implementation. (EM)

ED 242 447 RC 014 146

Baldwin, Burton E.

Our Nature Trail Guide. The Best of BES—Basic Educational Skills Materials.

Southwest Educational Development Lab., Austin, Tex.
Pub Date—82
Note—43p.
Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052) — Reference Materials - Vocabulary/Classifications (134)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Animals, Classification, Elementary Secondary Education, *Environmental Education, Geology, Ichthyology, Learning Activities, Outdoor Activities, *Outdoor Education, Plant Identification, *Trails, *Wildlife

Identifiers—Amphibians, Basic Educational Skills Project, Birds, Head Start Supplementary Training Program, PF Project, Reptiles, United States (West)

One of a series of documents produced by a nationwide network of early childhood education specialists, teachers, parents, and Head Start staff, this nature trail guide for exploring the outdoors is intended as a supplemental teaching aid for teachers or parents. The guide identifies and illustrates the most predominant and readily observable species found along trails and ponds of the western United States. An added feature of the guide is a brief geological history of the area, as well as a rock identification list. The document concludes with a list of tips for teachers and parents. Activities may be adapted for use at any grade level. (LH)

ED 242 448 RC 014 563

Howie, Marguerite Rogers Underwood, Kathleen

A Study of Group Dynamics and Problem Solving among Rural Poor People: An Experiment in Community Participation. Foundations for Self-determination Research Bulletin No. 13.

South Carolina State Coll., Orangeburg.
Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.
Pub Date—May 79
Note—80p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Development, *Alienation, Blacks, *Community Involvement, Community Resources, *Group Dynamics, Group Experience, Measurement Techniques, Models, Organizational Communication, *Poverty, *Problem Solving, Racial Differences, *Rural Population, Rural Urban Differences, Self Determination, Social Change, Whites

Identifiers—*South Carolina, Srole Anomie Scale
Researchers in South Carolina set up a study and a measurement instrument to determine the powerlessness/alienation phenomenon among rural limited-resource people. They established a control group and an experimental group of black and white residents of six small South Carolina communities. With the control group, they conducted a traditional approach to agency utilization and intervention, using group meetings, information dissemination, and encouragement. With the experimental group, researchers tested three experimental models of intervention: situational, cyclical, and interactional. The effectiveness of the treatment was apparently irrelevant. Early socialization experiences did not affect respondents' feelings of alienation and powerlessness, but race did. Instead of feeling powerless or helpless individually, respondents tended to be thwarted in group efforts toward autonomy as local political institutions did not seem to support goal-setting behavior by limited resource groups. Researchers also measured the alienation of both groups before and after the experiment and administered the Srole Anomie Scale to 400 blacks and 400 whites in rural and urban South Carolina for purposes of comparison. They found that six hypothesized alienation dimensions were not substantiated. Recommendations regarding survey methods, participant-observation methods, unobtrusive measures, and the focus of research on interaction are included. (SB)

ED 242 449

RC 014 649

Helge, Doris

Problems and Strategies Regarding Regionalizing Service Delivery: Educational Collaboratives in Rural America.

Murray State Univ., Ky.

Pub Date—Feb 84

Note—55p.; A product of the National Rural Research Project.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Agency Cooperation, Cooperative Planning, *Delivery Systems, Educational Cooperation, Elementary Secondary Education, Information Dissemination, Interdistrict Policies, Literature Reviews, Parent Participation, Program Administration, Program Effectiveness, Program Evaluation, *Regional Cooperation, Regional Programs, Resource Allocation, *Rural Education, Rural Schools, School District Autonomy, *Shared Services, *Special Education
Identifiers—*Collaboratives

A review of five studies by the National Rural Project determined the impact of educational collaboratives on rural special education, including types of educational collaboratives, variations within collaborative structures, benefits of collaboratives for rural special education, problems related to regional service delivery structures, and successful strategies. Predominant types of collaboratives were state-mandated special district systems/educational service agencies, cooperatives formed by local districts, regional/decentralized state education agency systems providing no direct services, and other inter-organizational structures. Major benefits were improved cost efficiency ratios, continuing sense of local autonomy, easier compliance with federal special education mandates, access to program/service specialists, better teacher retention, increased parent involvement, shared information for better planning, non-threatening information exchange, benefits of temporary systems, assessment/reallocation of resources, and conflict resolution. Problems were goal displacement, cumbersome bureaucratic/political structures, reduced district autonomy, inadequate district commitment to special education programs, inappropriate determinations of services, inadequate relationships between collaboratives and districts, staff supervision difficulties, personnel insecurity/dissatisfaction/attrition, difficulties with parents, conflicts between local district members, low district priorities for collaborative special education services, misconceptions about interagency collaboration, fiscal

inequalities, difficulties of administrative turnover, conflicting regulatory/monitoring service roles, and inadequacy of collaboratives for some cases of geographic/cultural isolation. (MH)

ED 242 450

RC 014 650

Dunkelberger, John E.

S-114, Defining and Achieving Life Goals: A Process of Human Resource Development. Termination Report of Cooperative Regional Project.

Pub Date—84

Note—11p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Aspiration, Blacks, *Databases, Females, Goal Orientation, Higher Education, *Longitudinal Studies, Males, *Occupational Aspiration, Outcomes of Education, *Rural Youth, Secondary Education, *Student Educational Objectives, Whites, Young Adults

Identifiers—National Longitudinal Study High School Class 1972, *United States (South)

Project S-114 (1977-1983) consisted of three objectives which dealt with rural Southern youth and focused on educational and occupational aspirations and attainment results for males and females, blacks and whites. Each objective involved utilization of a distinct dataset. In 1979 Objective 1 was completed; the fourth wave of a longitudinal panel study begun in 1966 was carried out by interviewing almost 1,000 young adults (then about 30 years old) raised in rural areas of 6 Southern states. Data were analyzed in areas such as education, occupation, residence, and family. Objective 2 was modified and ultimately used the National Longitudinal Study data for a wide variety of special analyses. Objective 3 involved the analysis of a survey mailed to almost 3,300 agriculture students and 2,400 home economics students at either 1862 or 1890 land-grant institutions in the South in 1977, which sought information about their rural and farm background, educational experiences, and adult occupational goals. The paper provides a brief description of each objective and its findings, mentions the unique aspects of the project, and lists a project bibliography which attests to the research's relevance to a wide range of professional audiences. The bibliography includes 46 journal articles, 6 departmental reports, and 6 books, monographs, or chapters. (NC/BRR)

ED 242 451

RC 014 662

Rendon, Laura I.

Mathematics Education for Hispanic Students in the Border College Consortium.

Border Coll. Consortium, Laredo, TX.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date—83

Note—120p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Agency Cooperation, College Preparation, College School Cooperation, *Community Colleges, Demography, *Hispanic Americans, *Mathematics Education, Models, Parent Participation, Pilot Projects, Postsecondary Education, School Surveys, *Science Education, Sex Differences, Significant Others, Staff Development, *Student Characteristics, Two Year Colleges, Two Year College Students, Whites

Identifiers—*Border College Consortium, *Mathematics Intervention Project Model, United States (Southwest)

The Border College Consortium (BCC), formed by six Texas, California, and Arizona community colleges along the United States and Mexico border, used a survey to derive a profile of its mathematics and science students. The profile revealed that both Hispanic and White students had difficulties with word problems and study habits, wanted mathematics study to be applied to everyday life, and wanted more patience and understanding from teachers. Hispanics, not so well prepared as Whites by high school science and mathematics courses, tended to enroll in remedial courses and to want more tutorial assistance and self-paced courses. White males were the best prepared group in science; White females had less difficulty with proper study habits. Females voiced more fear of science and mathematics. The survey resulted in recommendations regarding reassessment of course and career prerequisites, BCC-public school links, increased parent participation, and staff development. Funded by the Ford Foundation, the BCC initiated the Mathematics Intervention Project (MIP) model to increase Hispanic mathematics participation. The MIP featured a multifaceted approach to faculty, counselors, par-

ents, and students; close college collaboration; pilot projects linking BCC schools and local school districts; and binational collaboration. Currently, MIP maintains exemplary mathematics programs as resources for other BCC institutions. (SB)

ED 242 452

RC 014 663

Jones, Earl

ESEA Title VII Bilingual Education Program. East Texas State University. Annual External Evaluation Report and Provisional Followup Survey, 1982-1983.

Development Associates, Inc., San Francisco, Calif. Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC.

Pub Date—Sep 83

Grant—605248

Note—56p.

Available from—Development Associates, 693 Sutter St., 3rd Floor, San Francisco, CA 94102 (\$3.85).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Role, Agency Cooperation, *Bilingual Education, *Bilingual Teachers, Educational Finance, *English (Second Language), Evaluation Methods, Faculty Evaluation, Formative Evaluation, Graduate Surveys, Higher Education, Limited English Speaking, *Mexican American Education, Program Administration, *Program Effectiveness, Program Evaluation, Program Improvement, School Community Relationship, Staff Development, Summative Evaluation, *Teacher Education

Identifiers—Dallas Independent School District TX, *East Texas State University, Elementary Secondary Education Act Title VII

During 1982-83, the bilingual studies program at East Texas State University (ETSU) continued to improve at all levels, but especially at the undergraduate level in its attempt to produce highly qualified bilingual and English as a Second Language (ESL) teachers and specialists. Funded by ETSU, the U.S. Department of Education, and the Texas Education Agency, the 7-year-old project began in cooperation with the Dallas Independent School District but expanded to other schools. During the year, the program cooperated closely with other universities, educational service centers, the Texas Education Agency, and other ETSU departments. Both observers and students rated degree and endorsement/certificate plans and instruction highly. Graduate courses and courses in Spanish and methods received the highest ratings. Some undergraduate courses caused problems but only six received low ratings. Overall, the program showed improvements in instruction and degree design. Preliminary results of a survey of former students indicated they felt the program was strong, especially the Spanish, methods, ESL, and social studies courses. Their negative remarks were consistent with current student opinion. Appendices include the revised program of study, evaluation forms, and the survey. (SB)

ED 242 453

RC 014 665

Lamont, Ann Fowler, Clifford F.

The ROCTAPUS Closed-Circuit Television Program Final Report. Priority Country Area Program Evaluation Series: Report No. 10.

Priority Country Area Program Office, Brisbane (Australia).

Spons Agency—Australian Schools Commission, Canberra.

Report No.—ISBN-O-7242-1221-3

Pub Date—Jul 83

Note—86p.; For related document, see ED 184 762.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Closed Circuit Television, Cost Effectiveness, Cultural Enrichment, Demonstration Programs, *Educational Television, Elementary Secondary Education, *Enrichment Activities, Foreign Countries, Outreach Programs, Pilot Projects, Program Descriptions, Program Effectiveness, Program Evaluation, Rural Areas, *Rural Education, *Small Schools

Identifiers—*Australia (Queensland), *ROCTAPUS Closed Circuit TV Program (Australia)

Two 1980 surveys of school staff, team member interviews, and examination of project films and documents supplied information for final evaluation of the ROCTAPUS (Really Outstanding Color Television About Practically Unlimited Subjects) program, a closed-circuit, magazine format,

videotaped, television series intended to enrich the experiential background of isolated, rural Queensland children in grades 5-10. With overall expenditures of \$598,000 and approximately \$1 per capita cost per viewing pupil per program, average cost of producing and distributing each program escalated from about \$9,000 to \$13,000 over three years and influenced the decision to discontinue the program after the 1981 school year. Although intended for grade 5-10 pupils, the regular audience of approximately 11,000 included a greater proportion of year 3-4 pupils than secondary pupils, making production of material appropriate to such a wide range of ages difficult. In terms of program content, schools generally valued enrichment material above syllabus material. Audience participation was successfully emphasized, fostering a sense of belonging which aided learning. ROCTAPUS' usefulness was not merely restricted to areas where normal television reception was limited and great value was placed on ROCTAPUS by school staff, indicating that possible ways to defray the cost of similar programs should be further explored. (NEC)

ED 242 454 RC 014 666

Saide, Tom, Ed.

P.C.A.P. Project Profiles and General Profiles. Queensland Priority Country Area Program-Evaluation Series.

Priority Country Area Program Office, Brisbane (Australia).

Spons Agency—Australian Schools Commission, Canberra.

Pub Date—Aug 83

Note—77p; For related document, see ED 184 762.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Audiovisual Aids, Career Counseling, Correspondence Study, *Cultural Enrichment, *Educational Opportunities, Educational Television, Elementary Secondary Education, Foreign Countries, Gifted, Home Economics Education, Itinerant Teachers, Library Services, *Mobile Educational Services, *Outreach Programs, Program Descriptions, Remedial Instruction, *Rural Education, Special Education, Summer Schools, Teacher Aides

Identifiers—*Australia (Queensland)

Thirty-eight projects designed to improve educational opportunities of rural Queensland children were initiated in 1977 and funded through the Disadvantaged Schools Program; the program was renamed the Country Area Program and made a permanent School Commission program in 1982. The program resulted from a 1977-79 Schools Commission report suggesting that students in country areas may be disadvantaged compared to urban dwellers with respect to variety of available experiences and opportunities. The \$2.34 million a year program, with full-time staff of approximately 60, services 244 schools and 36,000 students, and includes such projects as: itinerant teacher service, mobile manual arts, mobile classrooms, special education, mobile field study, instrumental music programs, opportunities for exceptional children, cultural activities, mini-buses and subsidized coaches, audiovisual maintenance, summer schools, speech therapy services, hydroponics, video recording/library services, microcomputers, and science series. Thirteen of the original pilot projects have been completed, including television programs, remedial/resource services, specialist recreation support, career information, regional newspaper development, teacher aides, updating school libraries, regional home economics and music centres, resource kits, manual arts by correspondence, and vocational reference centers. Revised in July 1983, profiles for each project (including those completed) list title, location, contact address, budget, type of project, personnel, purpose, background, operations, evaluation, and comments. (NEC)

ED 242 455 RC 014 672

The Major Project in the Field of Education in the Latin American and Caribbean Region. Bulletin 4.

United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and Caribbean.

Pub Date—Nov 83

Note—28p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Education, Cooperation, *De-

veloping Nations, *Educational Planning, Elementary Secondary Education, Global Approach, Higher Education, International Cooperation, *Literacy, Meetings, *National Programs, Program Implementation, Rural Areas, Rural Education, Seminars, Urban Education, Workshops

Identifiers—*Caribbean, *Latin America, South America

The initiative and activities carried out by 29 countries in Latin and South America and the Caribbean in the UNESCO Major Project in the Field of Education to correct deficiencies and meet unsatisfied basic educational needs are summarized. Many summaries reflect revisions made during 1983 in National Plans of Action with respect to enhancing their effectiveness in strategy, offers and requirements of co-operation, and in the identification and establishment or reinforcement of national mechanisms. The countries reporting are Antigua and Barbuda, Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominica, Dominican Republic, Ecuador, El Salvador, Grenada, Guatemala, Haiti, Honduras, Mexico, Montserrat, Nicaragua, Panama, Paraguay, Peru, St. Kitts-Nevis, St. Lucia, Trinidad and Tobago, Uruguay, and Venezuela. Purposes, conclusions, and suggestions resulting from 13 regional and subregional technical meetings held during 1983 on matters relating to the objectives of the Major Project are also summarized. Subjects addressed at these meetings include physical education and sports as factors in the quality of education, educational planning and administration, school buildings, adult education and literacy, family health and education, inequities faced by young people and women in education, evaluation of adult education programs, and support for popular education and literacy in Bolivia. (NEC)

ED 242 456 RC 014 677

Winter Workshop.

Council of Outdoor Educators of Quebec, Montreal.

Pub Date—Mar 84

Note—41p; Materials developed for the Winter Week-end Workshop (St. Jovite, Quebec, Canada, March 2-4, 1984).

Pub Type—Collected Works - Proceedings (021) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, Equipment, Experiential Learning, Foreign Countries, *Games, *Group Dynamics, *Learning Activities, Outdoor Activities, *Outdoor Education, *Recreational Activities, Resource Materials, *Skiing, Workshops

Identifiers—Animal Tracks, *Etiquette, Quebec, Stars

Materials on 11 topics presented at a winter workshop for Quebec outdoor educators have been compiled into this booklet. Action story, instant replay, shoe factory, sound and action, and find an object to fit the description are described and recommended as group dynamic activities. Directions for five games (Superlative Selection; Data Processing; Man, Spear, Tiger; Battleship, and Rain Storm) are given. References, materials needed, and activities for star-gazing are presented. Objectives, equipment needed, skills class organization, recommended reading, and two lessons on cross country skiing are outlined. Techniques for norpine skiing are summarized. Essential equipment for day, overnight, and extended ski touring expeditions is listed. The basic progression of and directions for alpine skiing turns are introduced. Seven phrases are cited as a short course in human relations. Fifteen cartoons are used to lampoon common cases of discourtesy on ski trails and are accompanied by suggestions for appropriate ski etiquette. Learning activities for studying snowflakes, snowdrifts, and animal tracks are included. (NEC)

ED 242 457 RC 014 678

Robertson, Stuart, Ed.

Standards and Practices in Outdoor Activities.

Council of Outdoor Educators of Quebec, Montreal.

Pub Date—Oct 80

Note—46p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accident Prevention, Bicycling, Check Lists, *Educational Planning, Elementary Secondary Education, Equipment, Experiential Learning, Field Trips, First Aid, Foreign Countries, Guidelines, Outdoor Activities, *Outdoor Education, *Program Development, Rescue,

*Safety, Safety Education, Skiing, *Standards, Teacher Responsibility

Identifiers—Canoeing, *Quebec

The guide provides a series of checklists and guidelines to assist Quebec outdoor education teachers and/or leaders and their principals in planning safe, enjoyable, educational experiences for elementary and secondary school students. The basic planning checklist itemizes specific tasks under eight categories: (1) preliminary discussion with principal/departement head, (2) creation of the budget, (3) financing the trip or visit, (4) administrative tasks, (5) creation of the program, (6) equipment, (7) pre-trip/activity preparation of students, and (8) emergency procedures. Emergency procedures outlined for search and rescue emphasize prevention, block search techniques, evacuation, first aid, and strategies for encounters with wild animals. General equipment lists suggest basic items for individuals and group, and for seasonal, day, and extended trips. Separate sections for canoe tripping, ski touring, and cycling provide definitions, student-staff ratios, and minimum and desirable skill/experience levels for both staff and students for day and extended trips. (NEC)

ED 242 458 RC 014 679

Mingie, Walter

Quebec's Toxic Pollution Concern.

Pub Date—Feb 84

Note—10p; Paper presented at the Man and the Biosphere-Network of Information Conference (Shelburne, Ontario, Canada, February 13-16, 1984).

Pub Type—Opinion Papers (120) — Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Air Pollution, Conservation Education, Diseases, *Educational Responsibility, *Environmental Education, Environmental Standards, *Experiential Learning, Filmographies, Foreign Countries, Outdoor Education, Pollution, *Public Health, Quality of Life, *Resource Materials, Waste Disposal, *Water Pollution, Water Quality

Identifiers—*Quebec

The best solution to the problems of increased pollution of Quebec lakes and rivers with toxic wastes and increased incidence of pollution related diseases is to educate children, to make them aware of the environment and man's interrelationship with it. Attitudes of concern, based on knowledge, must be developed so that as adults, they will take positive action to make and keep our environment healthy and pleasant for themselves and future generations. The responsibility for developing these attitudes has now become part of the schools' program and requires that children experience the natural environment and learn to love and enjoy it. Environmental teaching materials from six sources are recommended. Titles of 36 National Film Board of Canada environmental films on the subjects of acid rain, air, citizen action, energy, smoking, solid waste, transportation, and water are listed along with information about film length and catalogue numbers. (NEC)

ED 242 459 RC 014 680

Whitaker, William H.

The Many Faces of Ephraim: In Search of A

Functional Typology of Rural Areas.

Spons Agency—Maine Univ., Orono.

Pub Date—Jul 82

Grant—5-4-26099

Note—25p; Paper presented at the Annual National Institute on Social Work in Rural Areas (7th, Dubuque, IA, July 26, 1982).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Census Figures, Culture, *Definitions, Economics, Farm Occupations, Literature Reviews, Occupations, *Rural Areas, Rural Environment, Rural Nonfarm Residents, Rural Population, *Rural Urban Differences, *Social Work, *Sociology

The literature of social work and rural sociology lacks conceptualization of the term "rural" and treats the term imprecisely. According to a 1960 survey, authors dealing with rural/urban differences do not agree on the attributes of "rural." However, if the rural concept is to be a useful analytical tool and guide to social work practice, its attributes should be specified carefully. Traditionally, the term "rural" pertains to areas of low population density,

small absolute size, and relative isolation, but the definition is confused by the appearance in the literature of the rural/urban continuum. Rural sociologists should seek a dynamic rather than a static distinction of rural/urban differences, which would focus on social class, power relationships, and changes in roles and networks. Sociologists have proposed rural definitions based on occupation (focusing on farming and excluding other rural occupations), sociocultural constructs (focusing on human behavior and values resulting from population and culture), ecology (focusing on the distribution of people in space and based on population statistics, social service system organizations, or Marxian concepts of superstructure and infrastructure), and multidimensional considerations (such as metropolitan proximity and number of urban residents). (SB)

ED 242 460 RC 014 681

Tittington, Vickie I. Steber, Linda T.
The Development of An Ecumenical Volunteer Program.

Ecumenical Ministries, Inc., Fairhope, AL.
Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Pub Date—84
Grant—90-CW688
Note—23p.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Audiovisual Aids, Churches, *Church Workers, *Cooperative Programs, Coordination, Federal Aid, *Human Services, Instructional Materials, Low Income, *Outreach Programs, Rural Areas, Skill Development, Voluntary Agencies, Volunteers, *Volunteer Training, Workshops

Identifiers—*Alabama (Baldwin County), Ecumenism

In light of federal budget cuts limiting traditional social service agency offerings, Ecumenical Ministries, Inc. developed an ecumenical volunteer program in Baldwin County, Alabama, to enable trained church members to recognize and address some of the unmet needs of the poor. In its first year, the successful program researched community needs and resources, surveyed existing human service agencies, produced a community resources directory for use by volunteers and agencies, created an awareness of the needs of the poor among potential volunteers, trained over 100 volunteers through a series of workshops and training sessions, and developed procedures for maintaining records of volunteers. The program developed a volunteer handbook and training manual and a series of video tapes for training. It identified the large, rural county's major areas of need as transportation, jobs, health care expenses, food, shelter, early childhood education, utility costs, and advocacy. After a year, community awareness of the plight of the poor had increased and several volunteer groups, including some low-income individuals, were providing assistance. Program funding was continued. Recommendations regarding coordination, volunteer training, and program organization, development, and planning are included. Appendices include a training outline, a list of video tapes, and volunteer record forms. (SB)

ED 242 461 RC 014 682

Hunter, John M.
Contributions and Shortfalls: Economic Analysis and Non-Formal Education.

Michigan State Univ., East Lansing. Non-Formal Education Information Center.

Pub Date—81
Note—41p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cost Effectiveness, Costs, Developing Nations, *Economic Research, Economics, Foreign Countries, Input Output Analysis, Investment, Labor Force Development, Literacy Education, *Nonformal Education, *Research Methodology, *Research Problems, Resource Allocation, Rural Education, Technical Education, Vocational Education

Identifiers—Nicaragua, *Rate of Return

Education in general and specific educational projects fit into the construct of the allocation of investment resources that is basic to economic theory. Two techniques of computing returns to education and education projects are benefit-cost ratios and rates of return, which both rely on measuring costs and benefits. While measuring costs is relatively easy, measuring benefits is difficult because of

the problems of identifying benefits and isolating benefits stemming from specific programs, trying to measure social versus private returns, the need to use experience to predict future income levels, and the marginal nature of calculations. The manpower approach is often suggested as a substitute method, but because it solves the problems of the other two techniques by ignoring them, its difference is illusory. The techniques are actually successive approaches to computing the returns to education and educational projects. The unique nature of non-formal education and the lack of clear definition of intended results cause problems in the measurement of program output. Further, the potential of economic theory with respect to non-formal education in the rural sector is discouraging because of the lack of cash wages among peasants, lack of record keeping, and difficulty of determining the effect of one new skill among many. (SB)

ED 242 462 RC 014 683

Smith, Frank A.
The Impact of Microcomputers on Rural Schools.

Pub Date—Oct 83
Note—41p.; Paper presented at the Rural Education Association Conference (Manhattan, KS, October 16-17, 1983).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Literacy, *Computer Software, Educational Finance, Elementary Secondary Education, Inservice Teacher Education, Instructional Materials, *Microcomputers, Preservice Teacher Education, Program Costs, Rural Education, *Rural Schools, Technological Advancement

Identifiers—Computer Games, Computer Industry, Computer Resources, Computer Selection, New Mexico

This review of articles and facts about microcomputers focuses on the development of hardware and software and the use of microcomputers in education, particularly rural education. In addition to presenting a brief history of microcomputers, the review presents information regarding the costs and brands of microcomputers; the development, use, research, and success of computer-assisted instruction; classroom uses of microcomputers (scheduling, problem-solving, graphics, interactive instruction); computer literacy for teachers and students; microcomputer trends; software development and design; characteristics of good software; criteria for hardware selection; and implications of microcomputer development for the future. Among the many articles quoted are "Microcomputers in Today's Schools: An Administrator's Handbook," by the Northwest Regional Education Laboratory; "The Resource Approach to the Analysis of Educational Project Cost," by the Department of Health, Education, and Welfare; "Microcomputers in Education: The State of the Art," by Gerald T. Gleason; "Microcomputers in Schools: Promise and Practice," by Bruce Kelsch and John Lindelow; "Powerful Ideas," by Cindy Tursman; and "The Information Rich Economy: Exploiting an Infinite Resource," by Robert Hamrin. (SB)

ED 242 463 RC 014 684

Green, Rayna And Others
Report and Recommendations: Conference on Mathematics in American Indian Education (Albuquerque, New Mexico, July 7-8, 1977).

American Association for the Advancement of Science, Washington, D.C.

Spons Agency—Educational Foundation of America, Westport, Conn.

Pub Date—Feb 78
Note—35p.

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Attitudes, Adult Education, American Indian Culture, *American Indian Education, Computer Assisted Instruction, Continuing Education, Counselor Attitudes, Cultural Education, *Educational Strategies, Elementary Secondary Education, Human Resources, *Mathematics Achievement, Mathematics Anxiety, *Mathematics Education, Mathematics Materials, Mathematics Skills, Postsecondary Education, Questionnaires, Student Behavior, *Teacher Attitudes, Teacher Education, Testing

Identifiers—Culture Based Education
Participants from all levels of Indian and mathematics education, the American Association for the

Advancement of Science, and mathematics-related fields met to identify needs for mathematics education among American Indian students of all ages. In general, conferees were more pessimistic about the mathematics competence of American Indian post-secondary students than about the mathematics abilities of elementary students. They noted that the low achievement of American Indians in mathematics and mathematics-related fields was due to lack of training and that negative attitudes of teachers, counselors, and administrators were the most significant barriers to good mathematics education for American Indians. Conferees also noted that most testing determined deficiencies instead of proficiencies. Conferees stressed the need for more and better mathematics education for American Indian students at all levels. Participants noted specific problems and described specific strategies for mathematics education at primary, secondary, and post-secondary levels. They offered recommendations regarding networks of mathematics educators, advocacy efforts, assessment, information dissemination, materials development, and teacher training. Appendices include the conference agenda, a list of participants, a bibliography, and an article by Rayna Green entitled "Math Avoidance: A Barrier to American Indian Science Education and Science Careers." (SB)

ED 242 464 RC 014 685

Gaffney, Michael J.
Alaska Native Rural Development: The NANA Experience. Occasional Paper No. 2.

Spons Agency—Alaska Univ., Fairbanks. Center for Cross-Cultural Studies; Organisation for Economic Cooperation and Development, Paris (France).

Pub Date—81
Note—50p.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, *Alaska Natives, *American Indian Culture, Developing Nations, *Economic Development, Educational Development, Elementary Secondary Education, Higher Education, *Labor Force Development, Land Use, Management Development, Multicultural Education, *Rural Development, Rural Education, *Self Determination, Social Change

Identifiers—Alaska, Alaska Native Claims Settlement Act 1972, Inupiat (Tribe), *Northwest Arctic Inupiat Corporation, Subsistence Lifestyle

Faced with the need to build new social and economic institutions following the 1971 Alaska Native Claims Settlement Act, Alaska Natives formed 12 regional non-profit making corporations. One of these, Northwest Arctic Inupiat (NANA), is bringing a human resources development approach to the area in an effort to develop enduring economic and occupational structures that promote self-sufficiency. The NANA region has three major institutional planning, management, and quasi-governmental organizations that are controlled de jure by the NANA people: the NANA Corporation, Mauneluk, Inc., and the Northwest Arctic School District (NWASD). The NANA Corporation provides leadership for a rural development strategy emphasizing self determination and the connection between cultural heritage and land use. Mauneluk, Inc., is responsible for coordinating, planning, and administering human service activities. With a special legal status similar to tribal organizations, Mauneluk receives millions of dollars for education, health, social services, community planning, and development. NWASD focuses on preparation for various lifestyles, cross-cultural education, vocational technical training, and, somewhat controversially, higher education. The future of NANA may rest on the future of subsistence lifestyles and on the massive alienation of adolescents and young adults. (SB)

ED 242 465 RC 014 686

Dauenhauer, Richard L.
Conflicting Visions in Alaskan Education. Occasional Paper No. 3.

Alaska Univ., Fairbanks. Center for Cross-Cultural Studies.

Pub Date—80
Note—46p.; The document concludes with a 6-page update written on March 19, 1982.

Pub Type—Historical Materials (060) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Acculturation, *Alaska Natives, American Indian Education, Bilingual Education

Programs, Cultural Influences, Cultural Pluralism, *Culture Conflict, *Educational History, Educational Philosophy, Educational Practices, Elementary Secondary Education, Ethnic Stereotypes, *Ethnocentrism, *Native Language Instruction, *Outcomes of Education, Religious Education, State History, United States History Identifiers—*Alaska, Aleut (Tribe), Jackson (Sheldon), Missionaries, Tlingit (Tribe), Veniaminov (John)

The fundamental conflict in the intellectual history of Alaskan education originated in the work of Father John Veniaminov (1797-1879) and Sheldon Jackson (1834-1909), both visionaries and missionaries to Alaska, both educators and founders of schools. The major distinction between them was in their radically differing attitudes toward religion and culture in general, and toward Alaska Native language and culture in particular. Father Veniaminov (later Archbishop Innocent and Saint Innocent) placed tremendous value on education and Native language literacy in the Russian Orthodox missionary effort in Alaska, encouraged Native-born clergy and founded bilingual schools. Sheldon Jackson arrived in Wrangell in 1877, when things were far from genteel; his method was basically the establishment of mission schools as "Protestant Forts" to protect Natives. Jackson came to believe that only through massive acculturation could the Natives be Christianized and therefore spared the military havoc of Native Americans in the lower 48 states. Thus the basic conflict in Alaskan education was and is between those who insist on a link between Christianity and American language and culture, and the influence of Father Veniaminov, who rejected the idea that Christianity is linked to a specific language and culture. A 6-page update concludes the document and calls attention to additional relevant works that in some cases will require eventual minor changes in the text. (MH)

ED 242 466 RC 014 687
McCune, Allen

College Visitation to Small, Rural High Schools. (Perspectives, Data and Trends in "3-A" Kansas High Schools)

Pub Date—10 Apr 84

Note—14p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Aspiration, Admissions Counseling, *Admissions Officers, College Admission, College Bound Students, College Day, *College School Cooperation, Higher Education, High Schools, *High School Seniors, Post High School Guidance, Rural Schools, *School Counselors, *Small Schools, State Surveys, Student Educational Objectives, *Student Recruitment Identifiers—*Kansas

Current information on Kansas colleges' high school visitation programs was gathered from high school counselors in 64 Kansas "3-A" schools (enrollment from 124 to 188 in grades 10-12) and 50 Kansas college representatives. A 10-item questionnaire was sent to the high school counselors and a 3-item questionnaire to college directors of admissions; responses were received from 47 high schools (73%) and 37 admissions officers (74%). All data is reported up to March 1, 1984. Total average number of college and other visits to the high schools during the 1983-84 academic year was 21, with a high of 27 and a low of 10. Average graduating class size was 45. Percentage of seniors planning to attend a 4-year school ranged from 63% to 15%; percentage planning to attend a 2-year school ranged from 35% to 6%. Percentage of seniors planning to enter the work force directly after graduation ranged from 51% to 6%. Counselors noted trends away from 4-year programs and toward 2-year and short programs, vocational courses, and schools closer to home, and also reported overwhelming approval of the visits by administrators and students. Counselors offered suggestions for improvement of visitation programs, and college admissions officers offered suggestions for counselors. (MH)

ED 242 467 RC 014 688

Overnight Hearings on Indian Education. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, First Session (January 21 and 24, 1983). Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—84

Note—122p.; Contains small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*American Indian Education, American Indian Reservations, American Indians, Educational Assessment, Educational Finance, *Educational Quality, Elementary Secondary Education, *Federal Aid, *Federal Indian Relationship, *Government School Relationship, Hearings, Parent Participation, Parent School Relationship, *Program Effectiveness, Relocation, School Funds, State Aid, Treaties, Tribes, Trust Responsibility (Government), Urban American Indians

Identifiers—Congress 98th, Impact Aid, *Indian Education Act 1972 Title IV

The text of the general oversight hearings on the Indian Education Act contains letters, statements, and supplementary materials from representatives of Indian groups and schools. Prepared statements by the National Congress of American Indians and individuals from schools serving Indian students praise the Title IV program and protest the Administration's proposed cutbacks to Title IV and the Office of Indian Education. Remarks by Representative Dale E. Kildee, Acting Chairman of the Subcommittee, indicate support for the idea that the federal government's trust responsibility includes supporting education for Indian tribes. Statements from several speakers point out the importance of Title IV's insistence on active parent participation and the need in Indian education for parents to be recognized as integral factors in their children's lives. Statistics on the lives of Indians relocated to the San Francisco area are presented. Text of the second day of hearings covers the impact aid program and assistance it provides to public school districts on Indian reservations. Testimony from representatives of federal impact school districts and organizations calls for continuing federal impact aid at present levels or better. (MH)

ED 242 468 RC 014 689

Leon, David Jess

The Dream of South Mountain.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Apr 80

Note—9p.; Paper presented at the Annual Meeting of the Pacific Sociological Association (San Francisco, CA, April 1980).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, American Indians, Anglo Americans, Blacks, College Curriculum, College Programs, *College Role, *Community Colleges, Community Services, Educational Objectives, *Educational Philosophy, *Ethnic Groups, *Institutional Characteristics, *Low Income Groups, Mexican Americans, School Community Relationship, Two Year Colleges, Urban Universities

Identifiers—*South Mountain Community College AZ

It is hoped that the development of South Mountain Community College will have significant impact on the South Phoenix community (Arizona) which has an urban and minority population characterized by lower educational level, lower income, and higher unemployment than populations in other portions of the county. The community college is expected to draw at least 4,000 full- and part-time students, 70% of whom will probably come from low-income families and 60% from ethnic minority groups. Ethnic/racial composition of the college is estimated as 36% Mexican American, 24% Black, 2% Native American, 37% Anglo American, and 1% other. Six major areas of educational programs and services will be transfer/general education programs, occupational programs, developmental educational programs, continuing education, cultural/community services, and counseling/student support services. The college philosophy embraces the concepts of lifelong learning, uniqueness of individuals, guidance of the community in determining the college mission, offering of educational services, and development of supportive and community services. Ten goals have been outlined, including serving the multicultural community with varied socioeconomic levels in a rural/urban environment by providing programs and services which meet individual needs. (MH)

ED 242 469

RC 014 695

Clark, Janet Lee

Values and Academic Achievement Among Rural Indian High School Students in North Dakota.

Pub Date—May 83

Note—252p.; Ph.D. Dissertation, University of North Dakota.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Academic Achievement, Acculturation, Achievement Need, Affiliation Need, *American Indian Education, American Indians, Cultural Awareness, Culture Conflict, Ethnicity, High Schools, *High School Students, Identification (Psychology), Modeling (Psychology), Racial Identification, Reference Groups, Rural Schools, *Self Concept, Self Esteem, *Teacher Influence, Tribes, *Values

Identifiers—*North Dakota

The role of differential values as they relate to educational achievement was investigated by examining school records of and administering the Rosenberg Self-Esteem Scale and questionnaires eliciting personal information, character trait preferences, and perceptions of self, ideal self, and others to 328 Indian and 271 non-Indian students from 7 rural North Dakota high schools. Also surveyed were 64 teachers. Findings supported notions of Indian educational underachievement, indicating that the values of Indian students, as a group, were qualitatively and quantitatively different from those of their teachers. Self-identity was different for Indian and non-Indian students. Comparisons between high and low achieving Indians showed that character trait preferences of high achievers were more closely aligned with those of their teachers than were those of low achievers. High achieving Indians valued the educational process to a greater degree than low achievers, ranked school-related character traits more favorably, expressed more positive attitudes toward their teachers, were less critical of non-Indians, and appeared to be less alienated from the non-Indian world while not rejecting their "Indianness." Neither high nor low achievers were more likely to participate in traditional Indian activities. Ideas regarding how schools serving Indians might achieve the goals of acculturation were presented. (Author/NEC)

ED 242 470 RC 014 696

Killackey, Jim

Furthering Nonformal Adult Education in Rural America: The Rural Free University and Three Traditional Providers.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Mar 84

Contract—NIE-400-83-0023

Note—41p.

Available from—New Mexico Center for Rural Education, Dept 4N, Box 3C9E, Las Cruces, NM 88003 (\$7.50).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Education, *Community Colleges, Community Services, Comparative Analysis, Delivery Systems, Educational Improvement, Educational Innovation, Evaluation Criteria, Experimental Colleges, Extension Education, Models, Needs Assessment, *Nonformal Education, Program Effectiveness, Program Evaluation, *Public Libraries, Relevance (Education), *Rural Education, Rural Extension, Rural Population, Rural Schools, Student College Relationship Identifiers—*Cooperative Extension Service, Kansas, *Rural Free Universities

The monograph, written for persons and organizations at state and local levels who share concern about learning activities for adults in rural America, explores characteristics of three traditional providers of nonformal education (the Cooperative Extension Service, public libraries, and community service divisions of community colleges), assesses their responsiveness to rural adult needs, and notes benefits of rural free universities. Four criteria are used to assess responsiveness of these programs: active user engagement, pluralism, affirmation of rural values and culture, and a stable institutional base with access to learning resource tools. Evaluation indicates that the three traditional providers have strong institutional stability but do not effectively meet the other three criteria. The rural free univer-

sity, based on the assumption that anyone can teach and anyone can learn, is assessed as being effective in the other three criteria, but with a weak institutional base. The rural free university model and its success in Kansas are described. Integration of the rural free university model into central operations of the Cooperative Extension Service, public libraries, and community service divisions in community college is suggested as being of great potential benefit to thousands of rural Americans, while greatly enhancing public perception and support for these institutions. (Author/MH)

ED 242 471 RC 014 697

Gass, Michael A.
The Value of Wilderness Orientation Programs at Colleges and Universities in the United States.
Pub Date—2 Oct 83
Note—18p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), Adventure Education, Educational Objectives, Evaluation Methods, Experiential Learning, Higher Education, *Networks, Orientation, Outdoor Activities, *Outdoor Education, *Resource Centers, *Student Adjustment, Student Attrition, Student Behavior, Summer Programs

Identifiers—Fire-side Summer Experience Program NH, *Outward Bound, *University of New Hampshire, *Wilderness Education Programs

A 1983 mail survey identified 34 universities and colleges utilizing the wilderness environment as a means to indoctrinate students into a school setting and resulted in: (1) the creation of a networking system of these institutions; (2) the identification of the University of Missouri at Columbia, Cornell University, Towson State University, Earlham College, and the University of New Hampshire as resource bases for dissemination of further information; and (3) a description of the 5-day Fire-side Summer Experience Program of the University of New Hampshire, including program rationale, content, and evaluation techniques. The New Hampshire program attempts to provide challenging experiences that enable students to set goals, make decisions, work with others, interact with faculty, explore career choices, cope under stress, increase self-concept, assume responsibility for personal behavior, and begin positive relationships with the University and peers. Activities designed to help students reach program objectives include rock-climbing, orienteering, marathons, backpacking, service projects, hikes, night discussions, and solo and group expeditions. This program measures its effects on attrition/retention, student development, self-esteem/concept, grade point averages, attitudes toward the University, and delinquent behavior at the University. An appendix lists the participating schools, their addresses, and program directors. (NEC)

ED 242 472 RC 014 698

Gass, Michael A.
Learning by Sharing in the Outdoors. Workshop of the University of New Hampshire Outdoor Education Program (Durham, New Hampshire, March 5, 1983).
Pub Date—5 Mar 83
Note—84p.

Pub Type—Collected Works - Proceedings (021) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adventure Education, Conservation Education, *Educational Resources, Environmental Education, Equipment, Field Trips, Information Sources, Learning Activities, Legal Responsibility, *Outdoor Activities, *Outdoor Education, Program Descriptions, Teacher Workshops, Training Methods, *Workshops

Identifiers—Rope Courses

A collection of information from the "Learning by Sharing in the Outdoors" workshop provides brief summaries of each workshop session along with lists of human, community, and bibliographical resources available to outdoor education practitioners, the workshop itinerary, and promotional brochures. The 18 workshop topics included: expedition planning, marine ecology; comparison of Outward Bound, National Outdoor Leadership School, and Wilderness Education Association programs, environmental recovery; exploring history through the outdoors; ropes courses; and bringing adventure into the physical education classroom. Other topics were: adventure and family therapy; creative writing and art; outdoor education and al-

ternative schools; square rig international/tall ship sailing; construction of climbing ladders; outdoor equipment making and updating; outdoor adventure trip techniques; women and the outdoors; acclimatization activities; legal liability and the outdoors; and birdwatching as a teaching tool. (NEC)

ED 242 473 RC 014 709

Wakefield, Nancy C. Dunkelberger, John E.
Quality of Achieved Employment Among Rural Youth Who Complete Junior College Associate Degree Programs.

Pub Date—Feb 84

Note—29p.; Paper presented at the Annual Meeting of the Southern Association of Agricultural Scientists, Rural Sociology Section (Nashville, TN, February 8, 1984).

Pub Type—Reports - Research (143) - Speeches - Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Education, *Associate Degrees, Blacks, Educational Attainment, Educational Benefits, *Education Work Relationship, *Employment Level, Employment Potential, Females, Higher Education, Longitudinal Studies, *Outcomes of Education, Quality of Life, *Rural Youth, *Two Year Colleges, Young Adults

Identifiers—United States (South)
Beginning in 1966, the relationship between levels of formal education, specifically the attainment of an associate degree from a two-year college, and quality of employment among young adults reared in rural areas, was examined in a multi-phase, longitudinal sampling procedure which obtained data from a pool of high school sophomores from counties designated as rural and economically disadvantaged in Alabama, Mississippi, Georgia, Louisiana, South Carolina and Texas. Samples from this pool were surveyed again in 1968, 1972, and 1979, resulting in data from 964 subjects who were 35.3% black and 45.5% female. Dimensions of job quality measured income earned, amount of supervisory responsibility, and autonomy over work speed, breaks, and hours. Job quality increased across levels of education from high school diploma, vocational/technical school degree, associate degree, and baccalaureate degree. Associate degree recipients achieved, to a lesser degree, most employment advantages associated with a college degree. The associate degree was an intermediate level of education that led to better employment situations in its own right. Whites, males, and migrants achieved higher scores on each job quality indicator than did nonwhites, females, and nonmigrants. It was concluded that junior colleges provide a necessary service to rural youth as an opportunity to upgrade quality of employment. (NEC)

ED 242 474 RC 014 710

Activities for Studying Heavenly Bodies. Outdoor Education Series. Bulletin No. 247-M. Montgomery County Public Schools, Rockville, Md.

Pub Date—79

Note—36p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Activity Units, *Astronomy, *Behavioral Objectives, Elementary Secondary Education, Experiential Learning, Interdisciplinary Approach, Learning Activities, Learning Modules, *Outdoor Education, *Science Activities, Science Education, Units of Study

Identifiers—*Montgomery County Public Schools MD

This teacher guide for the astronomy unit of an outdoor education program consists of a series of performance objectives, intended to provide interesting, hands-on activities, involving interdisciplinary skills, that augment commitments of the mathematics, sciences, and social studies program of the Montgomery County (Maryland) Public Schools. Each activity is arranged sequentially according to the skills involved and outlines specific objectives, materials, materials required, special considerations, and evaluation techniques. The 12 daytime activities are determining time with a shadow stick, making and using a sundial, finding north, measuring angles with fists, measuring and locating sky objects on the azimuth, making a simple astrolabe, measuring objects above the azimuth, using an astrolabe to measure the angle of the sun's rays, determining the "altazimuth" of objects, making a model of our galaxy, and using a spectroscope. The five suggested night-

time astronomy activities are determining cardinal direction, using an astrolabe to measure the altitude of stars, observing apparent movement of stars, photographing star trails, observing meteors, and locating Polaris, Ursa Major, Ursa Minor, and Cassiopeia. Glossaries of stars, constellations, and terms are included, as is a bibliography. (NEC)

ED 242 475 RC 014 711

Activities for Studying Local History. Outdoor Education Series. Bulletin No. 247-L. Montgomery County Public Schools, Rockville, Md.

Pub Date—79

Note—20p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Activity Units, *Behavioral Objectives, *Community Study, Elementary Education, *Experiential Learning, Interdisciplinary Approach, Learning Activities, Learning Modules, *Local History, Mathematics, Outdoor Education, *Social Studies

Identifiers—*Montgomery County Public Schools MD

This teacher guide contains 12 detailed local history investigations, complete with procedures, required materials, and evaluation exercises, based on performance objectives that support the Montgomery County (Maryland) Public Schools' social studies and mathematics instructional objectives for grades K-6. The exercises draw students into their local environment and put them in contact with learning resources in the community. Before beginning each on-site investigation, students should visit libraries, historical societies, or county courthouses to find related materials in census and tax records, land titles, pension rolls, election returns, diary entries, letters, and photographs. Sites for investigation are an old railroad station, farm, town, church, graveyard, log cabin, barn, bridge, foundation, mill, and street. Measuring buildings, using and drawing maps, observing architectural and design features, comparing construction techniques, calculating ages and dates from tombstones, and writing imaginary letters and diaries are among the suggested procedures for learning about people of the past and how they lived. (NEC)

ED 242 476 RC 014 712

Handbook for Teachers and Principals Participating in the Montgomery County Public Schools' Outdoor Education Program, 1983-1985.

Montgomery County Public Schools, Rockville, Md.
Pub Date—83

Note—55p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Administrator Responsibility, Ecology, Elementary Secondary Education, Environmental Education, *Field Experience Programs, Health Services, Maps, Nature Centers, Outdoor Activities, *Outdoor Education, *Program Administration, *Program Content, Program Descriptions, Student Educational Objectives, *Teacher Responsibility

Identifiers—*Montgomery County Public Schools MD

The 1983-85 outdoor education handbook for teachers and principals in the Montgomery County Public Schools' (Maryland) outdoor education program gives the Superintendent of Schools' message to participants, lists seven objectives, describes potential areas of study (some possible at all centers, some unique to particular centers), describes program management, and includes several appendices. Objectives indicated include cultivating children's awareness, knowledge, appreciation, and concern for the natural environment and the effect of people's actions upon it. Studies listed for all centers are geology, geology, forest/aquatic/field/meadow community studies, wildlife, weather, map and compass, astronomy, archaeology, and winter activities. Individual centers provide opportunities for historical and geographic studies, aquatic studies, hiking, orienteering, and visits to a solar house and an electric-generating windmill. A section on program management gives 13 suggestions for successful programs; detailed listings of responsibilities of principals, on-site coordinators, teachers, student leaders, and volunteers; and procedures for snow days. A suggested plan for scheduling activities, sample daily and weekly schedules, sample K-P procedures, sample letters to parents, a parent permission form, an illness/injury reporting form,

an attendance/charge voucher, a feedback form, a list of equipment for outdoor education, maps of the centers, and a sunset/twilight/sunrise chart are appended. (MH)

ED 242 477

RC 014 713

The Herb Garden Guide.

Montgomery County Public Schools, Rockville, Md.

Pub Date—[81]

Note—30p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Botany, Elementary Secondary Education, Environmental Education, Horticulture, *Ornamental Horticulture, Outdoor Activities, *Outdoor Education, Plant Growth, *Plant Identification, Plant Propagation, Resource Materials

Identifiers—*Herbs

The booklet, intended to acquaint students or visitors with the herb garden at the Lathrop E. Smith Environmental Education Center (Rockville, Maryland), describes 25 herbs and suggests ways to extend learning further by providing historic background and other information about the herbs. Each herb is described on a separate page, with each listing including a drawing, common and botanical name, type (perennial, biennial, annual, shrub, or tree), brief history, cultivation preferences, uses (culinary, medicinal, aromatic, and ornamental), and suggestions for preservation. Herbs covered are lemon balm, sweet basil, sweet bay, chamomile, chive, dill, garlic, scented geraniums, hyssop, lamb's ears, lavender, sweet marjoram, apple mint, oregano, parsley, pennyroyal, peppermint, rose, rosemary, sage, santolina, savory (winter and summer), French tarragon, thyme, and lemon verbena. (MH)

ED 242 478

RC 014 714

Harrison, David

Solar School House.

Montgomery County Public Schools, Rockville, Md.

Pub Date—78

Note—17p.; A publication of the Lathrop E. Smith Environmental Education Center.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Building Operation, Climate Control, *Diagrams, *Energy Conservation, Heating, Heat Recovery, *School Buildings, *School Construction, *Solar Energy, *Thermal Environment

Identifiers—*Lathrop E Smith Environmental Education Center MD

The Solar Schoolhouse at the Lathrop E. Smith Environmental Education Center (Rockville, Maryland) is described. Background and construction information is given. Drawings of the Schoolhouse's four sides are provided, as well as drawings illustrating the greenhouse effect, a solar collector, the Schoolhouse's summer cooling and winter heating systems, sun angle and tilt, and solar azimuth and radiation. Maps show mean daily solar radiation (annual) and zones of relative suitability for year-round solar energy collection. Solar collectors, the economy of the Schoolhouse's solar heating system, functioning of the winter heating and summer cooling system, other Schoolhouse features (windows, roof overhang, and insulation), orientation and tilt, and educational purpose are described. A 9-item glossary is provided. (MH)

ED 242 479

RC 014 715

Harrison, David

Wind Energy Guide.

Montgomery County Public Schools, Rockville, Md.

Pub Date—Sep 81

Note—24p.; A publication of the Lathrop E. Smith Environmental Education Center.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Diagrams, Electric Batteries, Electromechanical Aids, *Energy Conservation, Environmental Education, Environmental Influences, *Mechanical Equipment, *Power Technology, United States History, Wind (Meteorology), *Wind Energy

Identifiers—Lathrop E Smith Environmental Education Center MD, *Wind Generators, *Windmills

The booklet, intended for students and other visitors to the Lathrop E. Smith Environmental Education Center (Rockville, Maryland), explains how windmills work and their economic and environmental advantages. The history of windmills in Eu-

rope and Asia is briefly described, as well as the history of windmills and wind generators (for electricity) in America. The windmills at the Smith Center (an American multi-bladed wind pumper, an 1800-watt wind generator, and a 200-watt wind generator) are explained and illustrated. Factors affecting windmill performance, such as wind speed, tower height, and tower location, are covered. Economic and environmental advantages of wind power are detailed. Additional sources of information are listed: six books, two periodicals, two agencies, and four films. A 13-item glossary is provided. (MH)

ED 242 480

RC 014 723

Friedman, Daniel

Improving Learning in Rural Schools through Instructional Computing.

Pub Date—Jul 83

Note—9p.; Paper Presented at the Small-Rural School Conference (Ithaca, NY, July 17-19, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Basic Skills, *Computer Assisted Instruction, *Courseware, Educational Games, Field Tests, *Individualized Instruction, Learning, *Microcomputers, Nongraded Instructional Grouping, Relevance (Education), *Rural Schools, Small Schools

Effective individualized learning continues to be the primary educational goal of small-rural schools. Three thrusts towards individualized learning—non-graded instruction, an emphasis on basic skills, and socially relevant education—can be enhanced by instructional computing, the use of microcomputers to facilitate learning. However, most approaches to instructional computing have not yet proved effective and instructional computing has not achieved widespread use and acceptance. The unique attributes of microcomputers (such as interaction, color graphics, voice input, and touch sensitive screens) should be adapted to the process of teaching and learning. The quality of instructional software should be improved with standards that reduce the focus on computer games and increase the focus on providing the learner with new content in an emotionally healthy and appropriate environment. Instructional software should include monitoring trails, be accurate, be carefully field-tested, incorporate heightened sense appeal, and provide learner control. Some of the ambiguities of instructional computing (such as the educational value of video games; the values implicit in drill, practice, and review; the use of computers in homework assignment and review) should be resolved. Finally, educators should join with computer scientists to develop standards, models, and procedures for instructional computing. (SB)

ED 242 481

RC 014 724

Working toward a National Rural Development Strategy: A Progress Report.

Department of Agriculture, Washington, DC. Office of Rural Development Policy.

Pub Date—Jan 82

Note—35p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agriculture, Community Services, Employment Patterns, Federal Aid, Federal Government, *Federal State Relationship, Local Government, Low Income, Natural Resources, *Policy Formation, Population Distribution, *Rural Areas, *Rural Development, Rural Population

Identifiers—*Department of Agriculture, Isolation (Geographic)

Four major concerns are currently shaping national rural development policy: (1) rural population and employment are increasingly diverse but physical isolation and low population density limit essential public services; (2) many geographically concentrated rural communities continue to have high rates of very low income; (3) rural governments are faced with adapting to change and providing a diverse array of public services; and (4) significant relationships exist among natural resources, agriculture, and rural communities. To deal with rural development, the Rural Development Policy function has been elevated within the Department of Agriculture (USDA). The Administration has directed that USDA rural development grant and loan programs focus on the most rural communities and that farming be treated as an integral part of rural development. The Administration will rely heavily on the

private sector for development initiatives. Responsibilities of the Cabinet Council on Food and Agriculture have been expanded to include rural development, the Office of Rural Development Policy has been established, and the Advisory Council on Rural Development Policy has been announced. Participation in rural development policy formation will be sought via Advisory Council input, public hearings, national interest group input, and the direct participation of certain states and communities. (SB)

ED 242 482

RC 014 728

USDA Programs of Interest to American Indians.

Revised.

Department of Agriculture, Washington, DC. Office of Governmental and Public Affairs.

Pub Date—Aug 83

Note—81p.; Supersedes ED 122 975, the 1975 version of this document.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Agricultural Production, *Alaska Natives, *American Indians, Delivery Systems, *Eligibility, Extension Agents, Federal Indian Relationship, *Federal Programs, Food, Forestry, Housing, *Nutrition, Outreach Programs, Public Agencies, *Rural Areas, Rural Extension, Soil Conservation, Utilities

Identifiers—Cooperative Extension Service, *Department of Agriculture

The brochure, designed to familiarize American Indian tribal leaders, planners, community leaders, and individuals with more than 50 programs available to American Indians and Alaska Natives, lists benefits, application procedures, and field contact points for United States Department of Agriculture program agencies. The nine sponsoring agencies are the Agricultural Cooperative Service, Agricultural Stabilization and Conservation Service, Cooperative Extension Service, Farmers Home Administration, Federal Crop Insurance Corporation, Food and Nutrition Service, Forest Service, Rural Electrification Administration, and Soil Conservation Service. Among the programs described are the Indian Acute Distress Donation Program, Wool and Mohair Payments Program, contracts with the Bureau of Indian Affairs, Indian Land Acquisition Loan Program, Rural Housing Loan Program, Rural Rental Housing Loan Program, Emergency Disaster Loans, Food Stamp Program, Child Nutrition Programs, Special Land Use Programs, Rural Community Fire Protection Program, Rural Telephone Loan Program, Soil Survey Program, Resource Conservation and Development Program. The guide includes addresses and telephone numbers for the 76 Cooperative Extension Service State Offices and the 7 Food and Nutrition Service Regional Offices. (NEC)

ED 242 483

RC 014 729

The Cooperative Vocational Program.

Educational Service Unit #9, Hastings, NE.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—83

Grant—G00-800-1724

Note—69p.; For related document, see ED 222 018.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavior Disorders, *Career Exploration, Cooperative Programs, Delivery Systems, *Disabilities, Emotional Disturbances, Employment, *Job Skills, Job Training, Learning Disabilities, Mental Retardation, *Resource Room Programs, *Resource Teachers, *Rural Youth, School Business Relationship, Secondary Education, Skill Development, Special Education Teachers, Teacher Role, Vocational Education

Identifiers—*Cooperative Vocational Program NE

The handbook provides rural school administrators and teachers with information concerning a vocational service delivery model for mentally retarded, learning disabled, and behaviorally impaired youth in Nebraska. The handbook describes the program's background, goals, implementation, and development. It also describes the central role of secondary special education resource teachers and outlines the purpose and function of the vocational services and activities they make available to the students: student referral and competency checklists, vocational curriculum modules, an in-class employer program, community business trips, job exploration, and job training. The hand-

book also includes a collection of sample program tools and procedures used by secondary resource teachers. These include administrative agreement forms; competence checklist forms; a field trip information sheet, plan, and student exercise; public relations activities; student job activity form; student job behavior analysis form; and a student job exploration form. In addition, the handbook describes the development of 14 curriculum modules, based on employer responses to a questionnaire regarding desirable entry-level job skills and behaviors. A list of job exploration resource guides and information regarding program evaluation is also provided. (SB)

ED 242 484 RC 014 730

Miller, Jim Wayne

A Checklist and Purchase Guide for School and Community Libraries in Appalachia. Special Edition.

Pub Date—Feb 79

Note—19p.; Reprinted by permission of the Appalachian Journal v5 n2 Win 1978.

Available from—Distributed free of charge by the Appalachian Consortium Press, Boone, NC 28607.

Journal Cit—Laurel Leaves; v6 n1 Feb 1979

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Anthologies, Check Lists, *Folk Culture, Handicrafts, *Library Collections, Periodicals, Plant Identification, Poetry, Prose, Public Libraries, *Regional Characteristics, *Resource Materials, School Libraries, United States History, United States Literature, Wildlife

Identifiers—*Appalachia, Regional History, *Regional Literature

The checklist and purchase guide for school and community libraries in Appalachia includes an introduction with suggestions for use of the checklist, and listings in eight sections: bibliographies, materials, and resource lists; standard works and surveys on Appalachian history, culture, and politics; language and literature; music, arts, and crafts; Appalachian flora and fauna; anthologies and texts; and journals, magazines and newsletters. The section on bibliographies and resource materials lists 15 compilations published since 1974. Appalachian history, culture, and politics are covered in 93 entries, which range from David Crockett's autobiography to a 1977 oral history of Appalachia. The language and literature section lists 29 primary prose sources, 10 secondary sources, and 39 primary poetry sources. Under music, arts, and crafts, nine sources published between 1968 and 1977 appear. A folklore section contains 19 listings. Five sources cover Appalachian flora and fauna. The section of anthologies and texts lists 18 sources published between 1970 and 1977. Thirty-four journals, magazines, and newsletters are listed, from the "United Mine Workers Journal" to "Appalachian Heritage." An addendum contains five additional listings: three on Appalachian history, culture, and politics, and one each on poetry and music, arts, and crafts. (MH)

ED 242 485 RC 014 731

Douaud, Patrick C.

All Mixed: Canadian Metis Sociolinguistic Patterns. Working Papers in Sociolinguistics No. 101.

Southwest Educational Development Lab., Austin, Tex.

Pub Date—82

Note—34p.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*American Indian Culture, American Indian Education, American Indian Languages, Canada Natives, Case Studies, Cree, English, Foreign Countries, French, Language Maintenance, Language Research, *Language Usage, *Life Style, Linguistic Borrowing, Modernization, *Multilingualism, Oral History, Rural Areas, Sex Differences, *Sociolinguistics, Speech Habits

Identifiers—*Alberta (Mission Metis), Cajuns, Cultural Maintenance, *Metis (People)

The 75 Metis of Mission Metis, Alberta, exhibit three general types of linguistic behavior according to age. Traditional Metis, over 50, are trilingual in English, French, and Cree. Those aged 30-50 speak English and some Cree and understand but do not speak French. Those under 30 speak English. The Mission Metis English and Cree are not exceptional but the French is idiosyncratic as seen in the affric-

tion of dental stops, vowel raising, treatment of gender, and expression of possession. The idiosyncratic suggest the existence of discrete sociolinguistic niches along a continuum characterizing lifestyle and social aspirations, as illustrated by three linguistic case histories. Traditional Metis use French and Cree as personal codes and English as a transactional code. However, they attach no prestige to any language and apparently have no favorite, thus accepting trilingualism as the basis of their identity. Their speech events take place most commonly at home and in the bush. Traditional Metis frequently demonstrate code-switching and code-mixing, especially at the morphological level, as illustrated in three narratives. Despite parallels, Mission Metis people are different from Cajuns. Their education should stress literacy and cultural maintenance through traditional skills, bodily expression, and oral narratives. (SB)

ED 242 486 RC 014 735

Richards, Anthony

The Samaritan Ethic and Residential Camping.

Pub Date—Apr 83

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April, 1983).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Citizenship Responsibility, *Individual Development, *Leadership, Leadership Training, Outdoor Education, *Resident Camp Programs, Responsibility, Self Esteem, Social Action, *Summer Programs, *Youth

Identifiers—Community Service, Compassion, *National Leadership Conference, *Samaritan Ethic

Although summer camps can provide opportunities for personal growth, self-worth, and education for living, camp programming changes are necessary because today's youth have had experiences which reduce the novelty of camping. Summer camps can be used to provide the missing rite of passage from youth to adulthood and to create real contexts and direct experiences which are transferable and which are missing due to the lack of extended families and to vicarious television viewing. In particular, summer camps provide an ideal atmosphere in which today's youth can develop a Samaritan ethic and can develop into good citizens. To do so, camps must have deliberate programming, provide relevant activities, allow practice of daily living skills, and maximize the environment, all of which elements are present in the National Leadership Conference. The 10-day, 4-phase program strives to develop social activists and caring vigilant citizens with "ignition experiences," day-long seminars, free choice activities, and "synthesis" activities designed to provide unity of purpose. Staff members constantly reinforce tenacity, excellence, and relevance to daily living. The National Leadership Conference model has become a prescription for other residential camp programs and could be the basis of a revival in North American summer camping. (SB)

ED 242 487 RC 014 736

American Indian Language Proficiency Assessment; Considerations and Resources.

Arizona State Dept. of Education, Phoenix.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Aug 83

Note—59p.

Pub Type—Guides - Non-Classroom (055) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—American Indian Education, *American Indian Languages, American Indians, Athapaskan Languages, Bilingualism, Child Language, Elementary Secondary Education, *Language Maintenance, *Language Proficiency, Languages, *Language Tests, Language Usage, Native Language Instruction, *Oral Language, *Test Construction, Tribes, Uto Aztecan Languages

Identifiers—Yuman Languages

A primary concern affecting the more than 300 American Indian tribes and their educational institutions is the promotion, maintenance, and preservation of their approximately 200 native languages. The nature of language use must be documented and assessed to ascertain whether tribal members, particularly children, possess native language skills consistent with the body of knowledge that tribal communities wish to pass to future generations. The guide presents factors for American Indian language

groups to consider when selecting and/or refining existing instruments and developing new instruments for assessing oral language proficiency including: documenting language usage among community members and the sequence of child language acquisition; identifying phonological, syntactic, and semantic components of a language; defining proficiency; determining dimensions of bilingual measurement; considering cultural, age, linguistic, and technical appropriateness of testing instruments; establishing a language data base; choosing testing approaches (discrete point, integrated, direct rating, self-rating, or observation) and techniques (natural communication or linguistic manipulation); developing instrument administration skills; and pilot testing, field testing, and norming instruments. The report includes: a map locating Arizona Indian reservations and languages, names and addresses of 32 resource linguists for Yuman, Athapaskan, and Uto-Aztecan languages; sources for 3 current American Indian Language Assessment Instruments; and a 60-item bibliography. (NEC)

SE

ED 242 488 SE 041 703

[Volcanoes: A Compilation of Four Articles Appearing in Issues of "Instructor," "Science and Children," and "Science Teacher" Magazines in September 1980 and March 1981.]

San Mateo County Office of Education, Redwood City, CA. SMERC Information Center.

Pub Date—[81]

Note—13p.

Pub Type—Guides - Classroom - Teacher (052) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Chemical Reactions, *Demonstrations (Educational), *Earth Science, Elementary School Science, Elementary Secondary Education, *Geology, Learning Activities, *Physical Sciences, Resource Materials, Science Activities, Science Experiments, Science Instruction, Secondary School Science, Student Projects, Vocabulary

Identifiers—*Mount Saint Helens, PF Project, Postage Stamps, *Volcanoes

This compilation of four journal articles (Instructor, September 1980; Science and Children, September 1980; and Science Teacher, September 1980 and March 1981) focuses on volcanoes, particularly Mount St. Helens in Oregon. The first article, "The Earth is Alive!" describes the eruptions of Mount St. Helens, provides basic information on volcanoes, gives instructions for making a model volcano in the classroom, and lists resource materials on volcanoes. The second article, "Volcanoes: Coming Up from Under," provides information about the eruptions of Mount St. Helens in 1980, a discussion on how volcanoes are formed and monitored, a word list associated with volcanoes, and a source for obtaining a volcano poster for which an activity is suggested. The third article, "Beware of the Permanganate Volcano," discusses the hazards associated with permanganate demonstrations of volcanic eruptions. Alternate demonstrations are offered which include the ammonium dichromate reaction to simulate eruption, baking soda and vinegar to demonstrate lava, and punk to illustrate air pollution from volcanic ash and cinders. The fourth article, "Volcanology by Courier: Science in Stamps," provides five activities involving postage stamps picturing volcanoes or related scenes for use in the study of volcanoes. Activity topics include volcanic features, location of volcanoes, examination of land features which look volcanic but are not, and the making of one's own volcano stamp. (EM)

ED 242 489 SE 041 754

Natural Gas Energy Educational Kit.

American Gas Association, Arlington, VA. Educational Services.

Pub Date—82

Note—47p.; Photographs may not reproduce well. The poster included in the kit has not been reproduced here.

Available from—American Gas Association, Educational Programs Division, 1515 Wilson Blvd., Arlington, VA 22209 (free to teachers, one kit per teacher, and teacher's address must include school's name).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Energy, Energy Occupations, Fuel Consumption, *Fuels, Instructional Materials, Learning Activities, Middle Schools, *Natural Resources, Resource Materials, Science Activities, Science Instruction, Secondary Education, Social Studies, *Student Projects

Identifiers—*Energy Education, Energy Sources, *Natural Gas, PF Project

Prepared by energy experts and educators to introduce middle school and high school students to natural gas and its role in our society, this kit is designed to be incorporated into existing science and social studies curricula. The materials and activities focus on the origin, discovery, production, delivery, and use of natural gas. The role of energy in our society is examined, and students are challenged to consider their role in America's energy future. Materials included in this kit are: (1) a teacher's guide which provides instructions for the use of the materials, basic information on natural gas, suggested supplemental projects, a glossary, and suggested resources for additional information; (2) a booklet, "Natural Gas Energy," that can be used as a reference source or a classroom text; (3) four copy masters to be reproduced for students which contain information and activities on the natural gas system, products of the natural gas well and their uses, the economics of natural gas, and careers in the natural gas industry; and (4) a two-part overhead transparency set that is the basic teaching aid for discussing the relationship of energy use to our nation's history. An educator's survey is included for evaluating the usefulness of the materials. (EM)

ED 242 490 SE 041 755

Energy Action in Schools. Animated Bibliography. A Sample of Energy Education Curriculum Materials.

California Energy Extension Service, Sacramento. Pub Date—[Jan 82]

Note—103p.; Prepared by the California Energy Extension Service. Several of the samples contain small print and may not reproduce well.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Annotated Bibliographies, Audiovisual Aids, Books, Conservation Education, Elementary Secondary Education, *Energy, Energy Conservation, *Environmental Education, Instructional Materials, Learning Activities, Teaching Guides

Identifiers—Energy Education, PF Project

Over 35 instructional materials suitable for use in an elementary and secondary level energy education program are cited in this annotated bibliography. Materials include story books, compilations of learning activities, audiovisual materials, student activity packets, and teacher's guides. Publication dates, when given, range from 1978 to 1981. For each citation, a brief review is accompanied by information concerning author, availability, price and grade level, and illustrations. For some materials, reproductions of resource pages are also included. (LP)

ED 242 491 SE 041 757

Conservation II. Science Activities in Energy.

[Student's and] Teacher's Guide.

Oak Ridge Associated Universities, Tenn. Spons Agency—Department of Energy, Washington, D.C. Office of Energy Research.

Pub Date—[81]

Contract—DE-AC05-76OR00033

Note—36p.; For related document, see SE 041 758.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Energy Conservation, Fuels, Heat, High Schools, Instructional Materials, *Interdisciplinary Approach, Learning Activities, *Science Activities, Science Experiments, Science Instruction, Secondary School Science, Units of Study

Identifiers—Energy Conservation, Energy Conversion, Energy Education, Energy Flow, PF Project

Designed for science students in fourth, fifth, and sixth grades, the activities in this unit illustrate principles and problems related to the conservation of energy. Eleven student activities using art, economics, arithmetic, and other skills and disciplines help teachers directly involve students in exploring scientific questions and making discoveries of their own. Most activities in the unit can be conducted in the classroom, using materials readily available in

any home or school. Experiments answer questions about the relationship between force and speed, heat resistance, home heat loss, lightbulb efficiency, recycling, and battery power. Each activity is outlined on an illustrated single sheet which can be photocopied for distribution. The accompanying teacher's guide provides time guidelines, learner objectives, main concepts, process skills, materials and procedure clues, background information, precautions, strategies, and results for each activity. (LH)

ED 242 492 SE 041 758

Biomass I. Science Activities in Energy [and] Teacher's Guide.

Oak Ridge Associated Universities, Tenn.

Spons Agency—Department of Energy, Washington, D.C. Office of Energy Research.

Pub Date—Jan 81

Contract—DE-AC05-76OR00033

Note—44p.; For related document, see SE 041 757.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Elementary School Science, *Energy, Grade 4, Grade 5, Grade 6, Instructional Materials, *Interdisciplinary Approach, Intermediate Grades, Learning Activities, *Science Activities, Science Experiments, Science Instruction, Units of Study

Identifiers—*Biomass, Energy Consumption, Energy Conversion, *Energy Education, Energy Sources, PF Project

Designed for science students in fourth, fifth, and sixth grades, the activities in this unit illustrate principles and problems related to biomass as a form of energy. (The word biomass is used to describe all solid material of animal or vegetable origin from which energy may be extracted.) Twelve student activities using art, economics, arithmetic, and other skills and disciplines help teachers directly involve students in exploring scientific questions and making discoveries of their own. Most activities in the unit can be conducted in the classroom, using materials readily available in any home or school. Experiments answer questions about plant growth, soil types, biomass production, and heat energy. Each activity is outlined on an illustrated single sheet which can be photocopied for distribution. The accompanying teacher's guide provides time guidelines, learner objectives, main concepts, process skills, materials and procedure clues, background information, precautions, strategies, and results for each activity. (LH)

ED 242 493 SE 041 759

Renaud, Albert J.

Paraprofessional Math Guidebook. Selection-In-Service Workshop—and Evaluation Overview.

LaMesa - Spring Valley School District, Calif.

Pub Date—76

Note—187p.

Pub Type—Guides - Non-Classroom (055) — Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Educational Research, Elementary School Mathematics, Evaluation Methods, Grade 7, Guidelines, *Inservice Education, Intermediate Grades, Junior High Schools, *Mathematics Achievement, *Mathematics Instruction, *Paraprofessional School Personnel, Personnel Selection, Program Descriptions, School Districts, *Student Attitudes, Teacher Aides, Teacher Attitudes, Training Methods, *Workshops

Identifiers—PF Project

This guidebook reports the results of a three-year study involving the use of paraprofessionals with mathematics students in the La Mesa-Spring Valley School District (California), and outlines a program for initiating a mathematics paraprofessional program. Over 1200 students in grades 4-7 participated in this project to determine the effects of paraprofessional assistance upon student achievement and attitudes in mathematics. The study included pre- and posttesting of both attitude and achievement for all students involved in the project. After the paraprofessionals were hired, they were randomly assigned to a selected school and grade level. The three major project components and four objectives of the project are listed. Also included in this guide are: (1) guidelines for selecting paraprofessionals; (2) guidelines for the principal and teacher when working with paraprofessionals; (3) student statements regarding the involvement of the mathematics paraprofessionals; (4) a definition of a mathematics paraprofessional; (5) a general outline

and materials for preservice training workshops covering numbers and operations, geometry, measurement, logic, functions, probability and statistics, and problem solving; (6) an evaluation of the project; and (7) the analysis procedures and obtained results, which are discussed in relation to the corresponding evaluation instrument. Appendices include four of the five evaluation instruments used and a list of mathematics materials applicable for mathematics workshops. (JW)

ED 242 494 SE 041 779

Crenshaw, Neil

Starting and Maintaining a Marine Aquarium: 4-H Members Guide [and] 4-H Member's Project Record Book.

Florida Univ., Gainesville. Florida Cooperative Extension Service.

Pub Date—[Nov 80]

Note—21p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Charts, Check Lists, Elementary Secondary Education, *Equipment Maintenance, Guidelines, *Marine Biology, *Purchasing, *Recordkeeping, Records (Forms), Science Equipment, *Science Projects

Identifiers—4 H Clubs, *Aquariums, *Fishes, PF Project

The guide and the project record book included in this document are designed for 4-H members who would like to start a salt-water aquarium project. The guide includes the following topics: (1) general requirements for salt-water aquariums; (2) directions for making an aquarium; (3) suggestions for where to locate it; (4) pros and cons of using artificial sea water versus natural sea water; (5) types of material to use in the bottom of the aquarium along with instructions for cleaning it; (6) a discussion of filters, suband filters, pumps, power filters, decorations, lighting, and heating that could or should be used; (7) recommendations on how to fill the aquarium with water; (8) guidelines for purchasing animals for the aquarium; (9) drawings of seven hardy tropical fish; (10) suggestions for collecting marine animals from natural environments; (11) procedures for introducing newly purchased or collected animals to the aquarium; (12) tips on feeding and water maintenance; (13) solutions for two common problems associated with salt-water aquariums; and (14) a 15-item bibliography of books and pamphlets on maintaining aquariums. The project record book contains a checklist, an activity sheet, charts, and record sheets to be filled out during the project. (JW)

ED 242 495 SE 041 783

The Biology Examinations of the College Board.

1980-82.

College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.

Pub Date—80

Note—7p.; For related documents, see SE 041 783-785.

Pub Type—Guides - Non-Classroom (055) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Tests, Advanced Placement Programs, *Biology, College Admission, College Bound Students, *College Entrance Examinations, Comparative Analysis, Evaluation Methods, Higher Education, *Science Tests, Standardized Tests, Test Construction, Test Interpretation, *Test Selection

Identifiers—*College Board Achievement Tests, PF Project

Designed to help university and college faculty, academic administrators, and testing personnel select appropriate tests for college admission, this booklet provides a comparative description of the three biology examinations offered by the College Board. In separate sections, the following topics are covered: faculty improvement in test development; preparation for and uses of the Admissions Testing Program (ATP) Achievement Test in Biology; the Advanced Placement (AP) Program test, and the College Level Examination Program (CLEP) test; content specifications; cognitive abilities tested; differences among the examinations; and AP candidate and college student performance on the tests. Charts of test data and a glossary are included. (LP)

ED 242 496 SE 041 784

The Chemistry Examinations of the College Board.

1980-82.

College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.

Pub Date—80

Note—8p; For related documents, see SE 041 783-785.

Pub Type—Guides - Non-Classroom (055) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Tests, Advanced Placement Programs, *Chemistry, College Admission, College Bound Students, *College Entrance Examinations, Comparative Analysis, Evaluation Methods, Higher Education, *Science Tests, Standardized Tests, Test Construction, Test Interpretation, *Test Selection

Identifiers—*College Board Achievement Tests, PF Project

Designed to help university and college faculty, academic administrators, and testing personnel select appropriate tests for college admission, this booklet provides a comparative description of the three chemistry examinations offered by the College Board. In separate sections, the following topics are covered: faculty involvement in test development; content of the Admissions Testing Program (ATP) Achievement Test in Chemistry, the Advanced Placement (AP) examination, and the College Level Examination Program (CLEP) test; cognitive abilities measured in the tests; differences among the examinations; and advanced placement student and college student performance on the tests. A glossary and several tables of test data are included. (LP)

ED 242 497 SE 041 785
The Physics Examinations of the College Board.
1980-82.

College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.

Pub Date—80

Note—10p; For related documents, see SE 041 783-785.

Pub Type—Guides - Non-Classroom (055) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Tests, Advanced Placement Programs, College Admission, College Bound Students, *College Entrance Examinations, Comparative Analysis, Evaluation Methods, Higher Education, *Physics, *Science Tests, Standardized Tests, Test Construction, Test Interpretation, *Test Selection

Identifiers—*College Board Achievement Tests, PF Project

Designed to help university and college faculty, academic administrators, and testing personnel select appropriate tests for college admission, this booklet provides a comparative description of the three physics examinations offered by the College Board. In separate sections, the following topics are covered: faculty involvement in test development; preparation for and uses of the Admissions Testing Program (ATP) Achievement Test in Physics, Advanced Placement (AP) B examination, and Advanced Placement (AP) C examination; abilities measured in the tests; differences and similarities among the tests; college student and AP candidate performance on the tests; and test data. Several charts of test data are included. (LP)

ED 242 498 SE 041 786
The Mathematics Examinations of the College Board, 1981-83.

College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.

Pub Date—80

Note—12p.

Pub Type—Guides - Non-Classroom (055) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Tests, *College Entrance Examinations, Higher Education, *Mathematics Achievement, Mathematics Education, *Standardized Tests

Identifiers—*College Board Achievement Tests, PF Project

An overview of the 18 mathematics examinations offered by the College Board is provided. In addition to summaries of the purpose and content of each of the tests, the general purposes of the examination system, faculty involvement in test preparation, and the use of hand-held calculators during testing are discussed. Tables review the tests, the

coverage of math skills and content areas, cognitive levels, and statistical data. A glossary and list of the members of the 1980-81 advisory committee are included. (LP)

ED 242 499 SE 043 990
Science Education 11-16: Proposals for Action and Consultation. Secondary Science Curriculum Review.

Secondary Science Curriculum Review, London (England).

Pub Date—Apr 83

Note—29p.

Available from—Secondary Science Curriculum Review, Harford House, 101-103 Great Portland St., London, England W1N 6BH (Enclose self-addressed, manila envelope and funds to cover overseas postage).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Curriculum Development, Educational Objectives, *Program Development, Program Implementation, *Science Curriculum, Science Education, Science Instruction, *Science Programs, Secondary Education, *Secondary School Science

Identifiers—*Great Britain

The Secondary Science Curriculum Review (SSCR) was established in 1981 to consider implications of providing a broader and more balanced approach to science studies for all students aged 11 to 16 years, and to stimulate and support the development work required to enable schools to make appropriate curricular provision. This paper, addressed to those interested in the form and content of science education programs for these students, presents the rationale and framework of a curriculum development program established by the Steering Committee of the Review. Sections 1 to 6 outline the background of the program to be undertaken between April 1983 and August 1986. A new direction for science studies (including time allocation, aims, criteria for development work, and implementation), program organization, and projected outcomes are among the areas considered. Sections 7 to 9 invite a wide range of agencies to consult with the SSCR on the implications of various development proposals. Various issues and questions are directed to specific audiences to assist them in providing input. These audiences include college faculty, professional associations, examination boards, employers, science teachers, subject teacher associations in areas other than science, and others. (JN)

ED 242 500 SE 043 992
Annual Science and Technology Report to the Congress: 1982.

National Science Foundation, Washington, D.C.; Office of Science and Technology Policy, Washington, DC.

Report No.—NSF-83-5

Pub Date—83

Note—124p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock number 038-000-00537-5, \$5.00 per copy).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - General (140)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Agriculture, *Budgets, Energy, *Federal Programs, Genetic Engineering, International Cooperation, Natural Resources, Neurology, *Research and Development, Robotics, *Sciences, *Scientific Research, Space Sciences, *Technology, Transportation

Identifiers—*Science Policy

This report provides a comprehensive statement of the Reagan administration's science and technology (S/T) policy and priorities. The report is organized into three chapters. Chapter I discusses S/T and United States society and the United States S/T policy. Highlights of the 1982 accomplishments in implementing the policy and of the fiscal year 1984 administration research and development (R&D) budget are included. Chapter II summarizes trends and developments in surface science, turbulence in fluids, lasers, robotics, genetics of complex organisms, molecular and genetic technology of plants, cell receptors for hormones and neurotransmitters, and neurobiology. Based on these examples, the chapter concludes with a discussion of possible implications for the organization and conduct of R&D and for the integration of results of these activities into society. Chapter III summarizes major S/T accomplishments in 1982 in a broad range of federal

R&D programs. Areas considered include national security, space, health, energy, natural resources, environment, transportation, agriculture, and international cooperation. Included in an appendix is an analysis of R&D funding, highlighting R&D policies and trends in the 1984 budget and describing R&D programs of 13 agencies whose R&D obligations individually exceed \$150 million. (JN)

ED 242 501 SE 044 122
Nuclear Power from Fission Reactors. An Introduction.

Department of Energy, Washington, DC. Technical Information Center.

Report No.—DOE/NE-0029

Pub Date—Mar 82

Note—24p.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Energy, Fuels, Instructional Materials, *Nuclear Energy, *Nuclear Power Plants, Nuclear Technology, Power Technology, Science Education, Secondary Education

Identifiers—PF Project

The purpose of this booklet is to provide a basic understanding of nuclear fission energy and different fission reaction concepts. Topics discussed are: energy use and production, current uses of fuels, oil and gas consumption, alternative energy sources, fossil fuel plants, nuclear plants, boiling water and pressurized water reactors, the light water reactor fuel cycle, enrichment, reprocessing, the breeding process, breeder reactor design, the breeder reactor fuel cycle, and breeder reactors in the United States. Each topic is accompanied by an illustration or diagram to aid understanding. A section of additional information describes the history of nuclear power in the United States, and nuclear plants throughout the world. A glossary defines basic terms used to describe the fission process, the fuel cycle, and nuclear reactors. This pamphlet is suitable for use with secondary school students. (LP)

ED 242 502 SE 044 126
Climbing the Hills of Math Skills: Overview Booklet. California Demonstration Mathematics Program.

Ontario-Montclair School District, Ontario, Calif.

Pub Date—81

Note—76p; Prepared at Hillview Junior High School. For additional program materials, see SE 044 127-132. Photographs may not reproduce well.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. FC Not Available from EDRS.

Descriptors—Demonstration Programs, *Individualized Instruction, Junior High Schools, *Mathematics Achievement, Mathematics Instruction, Mathematics Materials, *Mathematics Skills, Program Descriptions, Program Evaluation, *Secondary School Mathematics, *Sequential Approach, Student Improvement, Student Motivation

Identifiers—California Demonstration Program in Mathematics, PF Project

A program description and sample program materials of a self-paced, individualized mathematics program designed to improve the achievement of junior high school students are presented. The usual daily activities of the students include a quiz, work in drillbooks, and work in the Basic Skill Levels curriculum—the heart of the program. Each of the 26 sequential Basic Skill Levels includes a pretest, four to 14 lessons, quizzes (checkpoints) after each fourth lesson, and a posttest. Students must successfully complete the level they are on before proceeding to the next. Group instruction is provided by weekly Enrichment Day activities which employ filmstrips, manipulative materials, motivational games, and worksheets. Among the reported results of the program are an increase in 1982-83 seventh-grade achievement on the Comprehensive Test of Basic Skills (CTBS) of 3.4 months for each month of instruction. Materials provided in this document include: (1) descriptions of the daily classroom routine, the math office, and Enrichment Day; (2) lists of program goals and achievement test results from 1977-1983; (3) descriptions of program components and procedures; (4) sample grade sheet, quiz, pretest, lessons, checkpoint, posttest, student profile sheet, final exam, drill sheets, and progress reports; and (5) CTBS scores and evaluations. (DC)

ED 242 503 SE 044 127

Whole Numbers: Climbing the Hills of Math Skills. California Demonstration Mathematics Program.

Ontario-Montclair School District, Ontario, Calif. Pub Date—[83]

Note—159p.; Prepared at Hillview Junior High School. For other program materials and additional Basic Skill Levels, see SE 044 126-132.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Addition, *Arithmetic, Demonstration Programs, Division, *Individualized Instruction, Instructional Materials, Junior High Schools, Mathematics Achievement, *Mathematics Instruction, Mathematics Materials, *Mathematics Skills, Multiplication, Secondary School Mathematics, *Sequential Approach, Subtraction, *Whole Numbers

Identifiers—California Demonstration Program in Mathematics, PF Project

Six sequential Basic Skill Levels (levels A through F) of a self-paced, individualized mathematics program designed to improve the achievement of junior high school students are presented in this student workbook. Each level includes a pretest, seven to 10 lessons, quizzes (checkpoints) after each fourth lesson, a posttest, and a level review worksheet. Students must successfully complete the level they are on before proceeding to the next. The levels presented in this workbook are: (1) introduction to whole numbers; (2) addition of whole numbers; (3) subtraction of whole numbers; (4) multiplication of whole numbers; (5) division of whole numbers; and (6) working with whole numbers. (DC)

ED 242 504 SE 044 128

Fractions: Climbing the Hills of Math Skills. California Demonstration Mathematics Program.

Ontario-Montclair School District, Ontario, Calif. Pub Date—[83]

Note—96p.; Prepared at Hillview Junior High School. For other program materials and additional Basic Skill Levels, see SE 044 126-132.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Addition, *Arithmetic, Demonstration Programs, Division, *Fractions, *Individualized Instruction, Instructional Materials, Junior High Schools, Mathematics Achievement, *Mathematics Instruction, Mathematics Materials, *Mathematics Skills, Multiplication, Secondary School Mathematics, *Sequential Approach, Subtraction

Identifiers—California Demonstration Program in Mathematics, PF Project

Four sequential Basic Skill Levels (levels G, H, I, and J) of a self-paced, individualized mathematics program designed to improve the achievement of junior high school students are presented in this student workbook. Each level includes a pretest, four to seven lessons, quizzes (checkpoints) after each fourth lesson, a posttest, and a level review worksheet. Students must successfully complete the level they are on before proceeding to the next. The levels presented in this workbook are: (1) introduction to fractions; (2) multiplying and dividing fractions; (3) adding and subtracting fractions; and (4) working with fractions. (DC)

ED 242 505 SE 044 129

Decimals: Climbing the Hills of Math Skills. California Demonstration Mathematics Program.

Ontario-Montclair School District, Ontario, Calif. Pub Date—[83]

Note—94p.; Prepared at Hillview Junior High School. For other program materials and additional Basic Skill Levels, see SE 044 126-132.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Addition, *Arithmetic, *Decimal Fractions, Demonstration Programs, Division, *Individualized Instruction, Instructional Materials, Junior High Schools, Mathematics Achievement, *Mathematics Instruction, Mathematics Materials, *Mathematics Skills, Multiplication, Secondary School Mathematics, *Sequential Approach, Subtraction

Identifiers—California Demonstration Program in Mathematics, PF Project

Five sequential Basic Skill Levels (levels J, K, L, M, and MA) of a self-paced, individualized mathematics program designed to improve the achievement of junior high school students are presented in this student workbook. Each level includes a pretest, four to six lessons, quizzes (checkpoints) after each fourth lesson, a posttest, and a level review worksheet. Students must successfully complete the level they are on before proceeding to the next. The levels presented in this workbook are: (1) introduction to decimals; (2) adding and subtracting decimals; (3) multiplying decimals; (4) division of decimals; and (5) working with decimals. (DC)

ED 242 506 SE 044 130

Percent: Climbing the Hills of Math Skills. California Demonstration Mathematics Program.

Ontario-Montclair School District, Ontario, Calif. Pub Date—[81]

Note—81p.; Prepared at Hillview Junior High School. For other program materials and additional Basic Skill Levels, see SE 044 126-132.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Demonstration Programs, *Individualized Instruction, Instructional Materials, Junior High Schools, Mathematics Achievement, *Mathematics Instruction, Mathematics Materials, *Mathematics Skills, *Percentage, *Ratios (Mathematics), Secondary School Mathematics, *Sequential Approach

Identifiers—California Demonstration Program in Mathematics, PF Project

Four sequential Basic Skill Levels (levels N, O, P, and PA) of a self-paced, individualized mathematics program designed to improve the achievement of junior high school students are presented in this student workbook. Each level includes a pretest, five to nine lessons, quizzes (checkpoints) after each fourth or fifth lesson, a posttest, and a level review worksheet. Students must successfully complete the level they are on before proceeding to the next. The levels presented in this workbook are: (1) ratios; (2) proportions; (3) percents; and (4) working with percents. (DC)

ED 242 507 SE 044 131

Geometry +: Climbing the Hills of Math Skills. California Demonstration Mathematics Program.

Ontario-Montclair School District, Ontario, Calif. Pub Date—[81]

Note—34p.; Prepared at Hillview Junior High School. For other program materials and additional Basic Skill Levels, see SE 044 126-132. Several pages may not reproduce well.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Area, Demonstration Programs, Geometric Constructions, *Geometry, *Individualized Instruction, Instructional Materials, Junior High Schools, Mathematics Achievement, *Mathematics Instruction, Mathematics Materials, *Mathematics Skills, *Measurement, Metric System, Secondary School Mathematics, *Sequential Approach, Volume (Mathematics)

Identifiers—California Demonstration Program in Mathematics, Perimeter (Geometry), PF Project
Seven sequential Basic Skill Levels (levels Q, QA, R, S, T, U, and V) of a self-paced, individualized mathematics program designed to improve the achievement of junior high school students are presented in this student workbook. Each level includes a pretest, five to 14 lessons, quizzes (checkpoints) after each fourth lesson, a posttest, and a level review worksheet. Students must successfully complete the level they are on before proceeding to the next. The levels presented in this workbook are: (1) informal geometry; (2) informal geometry (continued); (3) similar figures; (4) measurement—English system; (5) measurement—metric system; (6) area and perimeter; and (7) volume. (DC)

ED 242 508 SE 044 132

Word Search Packet: Climbing the Hills of Math Skills. California Demonstration Mathematics Program.

Ontario-Montclair School District, Ontario, Calif. Pub Date—[79]

Note—34p.; Prepared at Hillview Junior High School. For other program materials, see SE 044 126-131.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Demonstration Programs, Homework, Instructional Materials, Junior High Schools, *Mathematical Vocabulary, *Mathematics Instruction, Mathematics Materials, Mathematics Skills, *Puzzles, Secondary School Mathematics, *Word Recognition
Identifiers—California Demonstration Program in Mathematics, PF Project

Thirty word-search puzzles on mathematics and mathematicians are presented. The puzzles are used periodically as homework assignments in a self-paced, individualized mathematics program which is designed to improve the achievement of junior high school students. Answers to the puzzles are not included. (DC)

ED 242 509 SE 044 137

Weigel, Margaret

Aquatic Habitats, Level 4-9.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Num.—73p.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Class Activities, *Ecology, *Entomology, Experiential Learning, *Field Trips, Guidelines, Intermediate Grades, Junior High Schools, Laboratory Procedures, Learning Activities, Outdoor Activities, *Outdoor Education, *Science Activities, Science Experiments, Units of Study

Identifiers—Algae, *Aquariums, *Aquatic Organisms, PF Project, Ponds

Designed to acquaint students in grades 4-9 with aquatic plants and animals, this guide provides materials which can be used in preparation for field trips or laboratory work, for individual projects, as supplemental activities for a unit, or for learning center projects. Teacher background notes and an answer key for the student activities are followed by: (1) a 2-page bibliography of titles for student and teacher reference published between 1943 and 1978; (2) 15 pages of definitions covering terminology used in the study of aquatic plants and animals; (3) activities introducing the plants, animals, and the food pyramid found in ponds and lakes; (4) activity sheets for field trip observations; (5) field trip preparations and activities; (6) procedures for setting up an aquatic life laboratory and for studying items collected on field trips; (7) an aquatic life laboratory record sheet and directions for making aquatic insect aquariums; (8) instructions for raising dragon fly nymphs and for collecting and maintaining diving beetles, water scavenger beetles, water scorpions, and water boatman beetles in the aquariums; and (9) activities for observing hydra and planaria. A word puzzle on aquatic life terms and illustrations of several aquatic insects and of an aquatic insect aquarium are included. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (JW)

ED 242 510 SE 044 156

Schubert, Nancy A.

Kindergarten Science Unit on Animals.

Pub Date—[1 Mar 84]

Note—10p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Animals, Class Activities, Elementary School Science, Kindergarten, Primary Education, *Science Activities, Science Education, Units of Study, *Zoology

Identifiers—PF Project, Spiders

Seven activities designed to teach kindergarten students about animals are offered in this unit. Instructions for each activity include a behavioral objective, materials needed, step-by-step procedures, and an evaluation suggestion. Topics of the activities are: (1) characteristics that distinguish animals from other living organisms (including the fact that people are one type of animal); (2) the fact that all animals are born from an egg; (3) five things that most animals need in order to grow; (4) types of shelters that animals live in; (5) kinds of animals that live in the sea or on the seashore; (6) characteristics of insects; and (7) characteristics of spiders. A cautionary note about poisonous spiders and a 19-item bibliography of books on animals conclude the unit. (DC)

ED 242 511 SE 044 157

Math for Kindergarten: October. The Best of BES - Basic Educational Skills Materials.
Coachella Valley Unified School District, Thermal, CA.; Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Pub Date—[78]

Note—142p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Basic Skills, Early Childhood Education, *Elementary School Mathematics, Instructional Materials, Kindergarten, Kindergarten Children, Learning Activities, *Mathematics Instruction, Mathematics Materials, Mathematics Skills, Parent Participation, Units of Study, Young Children

Identifiers—Basic Educational Skills Project, Flannel Boards, Head Start Supplementary Training Program, PF Project

One of a series of documents produced by a nationwide network of early childhood education specialists, teachers, parents, and Head Start staff, the unit provides 75 mathematics lessons for kindergartners. Built around an October theme, the lessons include activities on one-to-one correspondence, money, time, counting, ordering, classifying, number recognition, joining sets, separating sets, geometric shapes, size, measuring, number stories, logical thinking, and cooking. Student worksheets, learning objectives, concept words, illustrations, suggested materials, procedural descriptions, and parent participation ideas are included in each lesson. The document concludes with a flannel board story in both English and Spanish. Directions and flannel board patterns are included. (LH)

ED 242 512 SE 044 158
Mathematics Skill Continuum: Learner Based Objectives, Head Start - Grade 6, Revised Edition. The Best of BES - Basic Educational Skills Materials.

Education Service Center Region 16, Amarillo, TX.; Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Pub Date—81

Note—46p.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Basic Skills, *Behavioral Objectives, *Continuous Progress Plan, Course Objectives, Curriculum Development, Early Childhood Education, Elementary Education, *Elementary School Mathematics, *Individualized Instruction, Mathematics Instruction, *Mathematics Skills

Identifiers—Basic Educational Skills Project, *Continuum Models, Head Start Supplementary Training Program, PF Project

One of a series of documents produced by a nationwide network of early childhood education specialists, teachers, parents, and Head Start staff, the document contains a mathematics skills continuum to be used as a tool for individualizing instruction for students learning basic educational skills. A comprehensive set of learner objectives for each grade level, Head Start through sixth grade, has been correlated to the instructional objectives set by a Texas school district. The skills continuum has been organized by curriculum areas and given a computer code. Global skills, terminal program objectives, and specific grade-level enabling objectives have been identified for each curriculum area and program goal. Although the learner objectives have been customized to a particular school district, a similar continuum could be adapted for any school district. (LH)

ED 242 513 SE 044 263
Guidelines for Engineering Research Centers.
National Academy of Engineering, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—83

Contract—ENG-8405964

Note—31p.

Available from—National Academy of Engineering, 2101 Constitution Ave., NW, Washington, DC 20418.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cooperative Programs, *Engineering,

*Engineering Education, Evaluation Criteria, *Federal Programs, Guidelines, Higher Education, *Industry, Interdisciplinary Approach, *Program Development, Program Evaluation, *Research and Development Centers, School Business Relationship

Identifiers—*Engineering Research Centers, National Science Foundation

This report responds to a National Science Foundation (NSF) request to provide advice on developing Engineering Research Centers, which NSF described as "on-campus centers that would house cross-disciplinary experimental research activities." In addition to conducting such research, the principal purposes of the centers are to provide a means for bringing together university and industry personnel to improve the education of those who will undertake the practice of engineering and to expose a significant number of engineering students to the nature and problems of cross-disciplinary research on engineering systems. Included in the report are guidelines related to the fundamental mission of such centers, the level and duration of their funding, and the criteria for judging the initial proposals and the success of the working programs. Several general observations pertinent to increasing the chances of successful operation of the centers are also discussed. These include continuing support for the disciplinary bases of engineering research by federal, state, and private sectors, recognizing that this program is an important step in solving some of the problems in engineering education, and allowing the centers considerable latitude in attaining their goals. (JN)

ED 242 514 SE 044 265
Science and Creationism: A View from the National Academy of Sciences.

National Academy of Sciences, Washington, D.C.
Report No.—ISBN-0-309-03440-X

Pub Date—84

Note—31p.; Prepared by the Committee on Science and Creationism.

Available from—National Academy Press, 2101 Constitution Ave., NW, Washington, DC 20418 (single copy \$4.00; 2-9, \$3.00; 10 or more, \$1.75).

Pub Type—Reports - General (140) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Biology, *Creationism, Elementary Secondary Education, *Evolution, *Paleontology, Position Papers, Science Curriculum, *Science Education, Science Instruction

Five central scientific issues are critical to consideration of the treatment in school curricula of the origin and evolution of the universe and of life on earth. These issues are: (1) the nature of science; (2) scientific evidence on the origin of the universe and the earth; (3) the consistent and validated scientific evidence for biological evolution, specifically, evidence for change over vast realms of time and for relation by common descent, evidence from molecular biology for degree of relationship, and evidence showing mechanisms of evolution; (4) human evolution; and (5) the origin of life. Discussions and conclusions concerning each of these issues are provided in this document and present the basis for the National Academy of Sciences' position that the teaching of creationism is not an appropriate activity in public schools. (JN)

ED 242 515 SE 044 267
Hurd, Paul DeHart

Reforming Science Education: The Search for a New Vision. Occasional Paper 33.

Council for Basic Education, Washington, D.C.

Pub Date—84

Note—24p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, Comprehension, *Curriculum Development, Decision Making, *Educational Objectives, *Educational Trends, Elementary Secondary Education, *Science Curriculum, *Science Education, Science Education History, *Science Instruction, Technological Literacy, Vocational Education

Identifiers—*Science and Society

Several issues in science education are examined, including those related to the current concern about science education in schools, the basis for a reform in science education, technology in the science curriculum, redirection of the science curriculum, uses of knowledge, decision making in human affairs, organization of the curriculum, and science and vo-

cational education. It is suggested that much of the confusion on these and other issues arises from a failure to recognize that the purposes of science education are changing, that new subject matter is being introduced, and that the context of the curriculum is shifting from that of the disciplines to human affairs. This new view of science education as a common education in science and technology is compared with prevailing views of science education programs as they exist in schools today. Areas compared include rationale and goals of science education, subject matter, cognitive processes, value and ethical considerations, textbook role, and the type of understanding fostered by instructional strategies. For example, current goals for teaching science are internal to scholarly fields of scientific research while goals related to the new view are based on scientific and technological systems in social, cultural, and individual contexts. (JN)

ED 242 516 SE 044 268

Review of Mathematics and Science Education Programs, 1983. Hearing before the Committee on Labor and Human Resources, United States Senate, Ninety-Eighth Congress, First Session. Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Pub Date—18 Apr 83

Note—175p.; Many pages contain small print and may be of marginal legibility.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Educational Improvement, Educational Quality, Elementary Secondary Education, *Engineering Education, Federal Aid, *Federal Legislation, *Federal Programs, Government Role, Hearings, Higher Education, *Mathematics Education, *Science Education

Identifiers—Congress 98th, *National Science Foundation, Proposed Legislation

These hearings focused on the role that the National Science Foundation (NSF) should play in a national effort to improve mathematics and science (M/S) education in elementary and secondary schools. The impact of past NSF activities, current crisis in M/S education, role of organizations in M/S education, government role, federal legislation, and minority group participation were among the areas addressed by individuals presenting testimony. These included: Edward A. Knapp (NSF director), George A. Keyworth II (science advisor to President Reagan), Senator Daniel K. Inouye, classroom teachers/departments heads (John O. Thayer, Karen J. Howell, Patricia Pantano Nussbaum, Louis Goffredi, Iona Brown, and Clinton Brown), Joseph C. Hogan (representing the National Society of Professional Engineers and the National Society for Engineering Education), Robert W. Parry (representing the American Chemical Society), Robert F. Boehm (representing the American Society of Mechanical Engineers), Franklin Flint (representing the American Institute of Biological Sciences), and Holly Knox, director of the Project on Equal Education Rights. Also included is additional testimony from the Association of American Publishers Business and the Business and Professional Women's Clubs, Inc. and (in an appendix) an outline of the Administration's proposed activities to be implemented by NSF in M/S education. (JN)

ED 242 517 SE 044 269

Science and Technology: Cooperation between the United States and China. Hearing before the Special Subcommittee on U.S. Trade with China of the Committee on Energy and Commerce, House of Representatives, Ninety-Eighth Congress, First Session (October 31, November 3, 1983).

Congress of the U.S., Washington, D.C. House Committee on Energy and Commerce.

Report No.—Ser-98-76

Pub Date—84

Note—333p.; Some pages have small type and are marginally legible.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—*Cooperative Programs, Energy, *Federal Programs, Hearings, Higher Education, International Educational Exchange, *International Programs, Medicine, Physics, Public Health, *Sciences, *Technology, *Transportation

Identifiers—*China, Congress 98th, Scientific and Technical Information

These hearings addressed cooperative efforts of

the United States and the People's Republic of China under the 1979 agreement on science and technology. Thus far, there are more than 20 signed protocols (included in appendices) implementing the agreement in various scientific and technological areas. Activities in such areas as energy, health, communications, transportation, and management science have important implications for development of trade between the two countries; useful exchanges in these areas are essential ingredients for an economic and commercial relationship benefiting both nations. The hearings include an overview of the activity under the 1979 agreement from the State Department (which is responsible for coordinating the United States-China science and technology relationship on a daily basis) and testimony on the history and status of two protocols involving the Department of Commerce, the protocol-related work of the Department of Energy, and prospects for a newly signed protocol of the Department of Transportation. The information provided will be used to review the protocols to identify where important progress has been made (and where it has not) and to learn about any special problems that may exist to help overcome impediments to fuller cooperation, and to develop stronger ties. (JN)

ED 242 518 SE 044 270
Water Treatment Plant Operation. Volume II. A Field Study Training Program.
 California State Univ., Sacramento. School of Engineering.

Spons. Agency—California State Dept. of Health Services, Sacramento. Sanitary Engineering Branch; Environmental Protection Agency, Washington, DC. Office of Drinking Water.

Pub Date—83
 Grant—EPA-T-901361-01-0
 Note—683p.; For Volume I, see ED 229 243.
 Available from—Ken Kerri, California State University, 6000 "J" Street, Sacramento, CA 95819 (\$30.00).

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.

Descriptors—Chemical Analysis, *Course Content, *Drinking Water, Facilities, Fluoridation, *Laboratory Procedures, Postsecondary Education, Safety, *Training Methods, Water, *Water Quality, *Water Treatment

The purpose of this water treatment field study training program is to: (1) develop new qualified water treatment plant operators; (2) expand the abilities of existing operators, permitting better service both to employers and public; and (3) prepare operators for civil service and certification examinations (examinations administered by state/professional associations which operators take to indicate a level of professional competence). Volume II is a continuation of volume I, in which the emphasis was on the knowledge and skills needed by operators of conventional surface water treatment plants. This 12-chapter volume contains information on: iron and manganese control; fluoridation; softening; trihalomethanes; demineralization; handling and disposal of processed wastes; maintenance; instrumentation; safety; advanced laboratory procedures; drinking water regulations; and administration. Objectives, glossary, lessons, questions (with suggested answers), and tests are provided for each chapter. Final examination (with answers), solving water treatment plant arithmetic problems, water abbreviations, complete glossary, and subject index are provided in an appendix. Information on objectives, scope, and uses of this manual and instructions to participants in home-study courses are found in volume I. (JN)

ED 242 519 SE 044 271
Hamel, Dennis R.
Gypsy Moth Workbook.
 American Forestry Association, Washington, DC; Forest Service (DOA), Washington, D.C.
 Report No.—ISBN-0-935050-02-7
 Pub Date—83
 Note—88p.

Available from—American Forestry Association, 1319 18th Street, NW, Washington, DC 20036 (\$5.95 single copy, \$4.35 quantity price).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Animals, *Elementary School Science, Elementary Secondary Education, *Entomology, Environmental Education, Forestry,

Interdisciplinary Approach, Language Skills, *Learning Activities, Mathematics Skills, *Pests, *Science Activities, Skill Development
 Identifiers—*Gypsy Moths

The gypsy moth is probably the most sociologically if not biologically important insect pest of hardwoods (especially oak). Many people cannot recognize the insect. In addition, they do not understand how much damage it can do, how to control it, or how to stop it from invading new areas. This booklet provides teachers, parents, and leaders of youth groups with ideas and activities that can be used to educate children about this important insect. The 25 activities consist of games, puzzles, and projects, each coded by a recommended age group (ages 4 to 8, 9 to 12, or 13 and over). Objectives, instructional strategies, and list of materials needed are provided for the activities. Activities are designed to increase students' reading comprehension, writing, spelling, and mathematics skills as well as knowledge about the insect. (BC)

ED 242 520 SE 044 272
Barrow, Lloyd H., Ed. Bitner, Betty L., Ed.
The ABC's of Energy.
 Maine Univ., Orono. Coll. of Education.
 Spons. Agency—Department of Energy, Washington, D.C.

Pub Date—81
 Grant—DE-F605-81CA10101
 Note—155p.
 Available from—University of Maine at Orono, College of Education, 212 Shibles Hall, Orono, ME 04469 (\$4.00 plus \$0.50 handling).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Conservation Education, Electricity, Elementary Secondary Education, *Energy, *Energy Conservation, *Fuels, *Interdisciplinary Approach, Language Arts, *Learning Activities, Science Activities, Science Education, Social Studies

Identifiers—*Alternative Energy Sources, *Energy Education, Geothermal Energy

This resource guide consists of activities related to 26 separate energy topics (one for each letter of the alphabet). Topic areas are: approaches to problems related to energy shortages; biomass; conserving energy; demand for energy in the year 2000; economics and energy; fossil fuels; geothermal energy; hydroelectric power; insulation; energy related jobs; electrical uses of energy; liquid fuels; measuring heat; nuclear energy; oil shale; people from Organization of Petroleum Exporting Countries (OPEC); questions students have about energy and the economy; radiation; solar heating; tidal power; carpools; ventilation and infiltration; wind power; energy conservation; energy values; and zones of home heating and how the thermostat works. Activities are divided into three recommended categories within each topic area (K-6, 7-12, and K-12). In addition to activities, each topic area includes an overview, teacher background information, and list of resource materials. Activities are suitable for science, social studies, language arts, art, mathematics, and industrial arts lessons. (BC)

ED 242 521 SE 044 274
Postel, Sandra
Air Pollution, Acid Rain, and the Future of Forests.
 Worldwatch Paper 58.
 Worldwatch Inst., Washington, D.C.
 Report No.—ISBN-0-916468-57-7
 Pub Date—Mar 84

Note—58p.
 Available from—Worldwatch Institute, 1776 Massachusetts Avenue, NW, Washington, DC 20036 (\$2.00).

Pub Type—Reports - General (140) — Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Air Pollution, Ecology, Environmental Education, Environmental Influences, *Forestry, Fuels, *Global Approach, Interdisciplinary Approach, Pollution, *Power Technology, *Technological Advancement

Identifiers—*Acid Rain
 This book traces centuries of human use and abuse of forest ecosystems by discussing past decades of intense burning, grazing, and timber cutting that added to the natural acidification of the soil. Air pollutants and acids generated by industrial activities worldwide are also considered. Many forests in Europe and North America now receive as much as 30 times more acidity than they would if rain or

snow were falling through a pristine atmosphere; ozone levels in many rural areas of Europe and North America are now regularly in the range known to damage trees. The book is organized into six sections, an introduction and bibliography of cited references. Major topic areas discussed include: (1) signs of forest destruction worldwide; (2) pathways of pollution that in most cases are traced back to sulfur and nitrogen oxides emitted during the burning of fossil fuels; (3) economic and ecological reality of forest destruction; (4) controlling emissions through requirements for effective technology; (5) international cooperation as an essential factor in controlling a worldwide continental pollution trade; and (6) the emerging realization of the potential economic and ecological consequences of acid rain and air pollution. (BC)

ED 242 522 SE 044 275
Brown, Faith K., Ed. Butts, David P., Ed.
Science Teaching: A Profession Speaks. NSTA Yearbook.

National Science Teachers Association, Washington, D.C.
 Pub Date—83
 Note—121p.

Available from—Publication Sales, National Science Teachers Association, 1742 Connecticut Ave., NW, Washington, DC 20009 (\$6.50, plus \$2.00 for mailing).

Pub Type—Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Practices, Elementary Secondary Education, Higher Education, Policy Formation, Program Effectiveness, School Business Relationship, *Science Curriculum, *Science Education, *Science Instruction, *Science Programs, Science Teachers, Scientific Literacy, Teacher Education

Identifiers—*Science Education Research

This three-part yearbook begins with a characterization of science education practices based on extensive national studies conducted during the period 1977 to 1983 and a discussion of several efforts which address the current crisis in science education. The second part consists of essays focusing on practical, program, and on political and policy concerns in science education. Among the areas examined in these essays are whether or not: scientific literacy makes a difference; basic beliefs of scientists and society are tapped in schools; science is made available for all students and for women; science is linked with industrial and local community resources; the individual uniqueness of students is tapped in school science; school science nurtures creativity; science teacher preparation nurtures effective science teaching; teacher's knowledge improves his/her instruction; school science taps the key resource of the elementary principal; school science fits the needs of each learner; school science enhances writing and language literacy; and whether or not science teachers influence political or policy decision-making. The final part, addressing the need for a national identity for science education, discusses a national laboratory for science education and the contributions of such a laboratory. (JN)

ED 242 523 SE 044 276
Sisson, Edwin Todd-Mancillas, Wm. R.
Cheating in Engineering Courses: Short- and Long-Term Consequences.

Pub Date—Mar 84
 Note—11p.; Paper presented at the Annual Meeting of the Midwest Section of the American Society of Engineering Education (19th, Wichita, NE, March, 1984).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cheating, College Students, Educational Research, *Engineering Education, Higher Education, Questionnaires, Student Attitudes, Student Behavior, *Student Characteristics

A 13-item questionnaire was administered to 287 engineering students at the University of Nebraska-Lincoln to obtain information about their grade point average, financial assistance, membership in honorary societies, living arrangements, sex, and frequency and type of cheating on homework assignments and tests. Also included were four questions assessing their perceptions of cheating among their peers. Results indicate that the majority of students cheat. Several negative consequences are

identified, including harm done to cheaters themselves, the profession, and society at large. Several solutions are also proposed, including persuading students to realize the harmful consequences of cheating, assigning ungraded homework problems or assigning different problems to different students, and closely monitoring students taking examinations. Lastly, it is suggested that some benefit would be gained from publicizing university and departmental policies on cheating, with the assumption that these policies are strictly enforced. (Author/JN)

ED 242 524 SE 044 277

Ledbetter, Cynthia E.

Time Today for Tomorrow's Future.

Pub Date—10 Apr 83

Note—15p; Paper presented at the Annual Meeting of the National Science Teachers Association (Dallas, TX, April 7-10, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Earth Science, Grade 8, Junior High Schools, Science Education, Science Instruction, Secondary School Science, Time Factors (Learning)

Identifiers—Science Education Research

This paper presents a literature review related to the time spent teaching science and a study designed to test the hypothesis that student achievement in science is related to classroom hours devoted to science instruction. The study involved testing two groups of eighth grade earth science students (N=200) over instructional material presented to one group where the subject is taught for a single semester and to another group where the subject is taught for two consecutive semesters. Both groups were given an identical 75-item multiple choice test covering such topics as plate tectonics, earthquakes, and volcanism. Statistical results (t-test) of this pilot study demonstrate that the group taught for two semesters scored significantly higher than the group taught for a single semester. It is noted that, since the study has not been repeated on other groups in different circumstances, the results should be considered as preliminary. However, should the same test be given over a period of time to many other students, and the results remain significant, then it can be inferred that the amount of material learned is related to the time spent teaching science. (JN)

ED 242 525 SE 044 278

Reys, Robert E. And Others

Developing Computational Estimation Materials for the Middle Grades. Final Report.

Missouri Univ., Columbia.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Mar 84

Grant—NSF-81-13601

Note—156p; For related documents, see SE 044 279-281.

Pub Type—Reports—Research (143)—Guides—Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Computation, Curriculum Development, Curriculum Evaluation, Decimal Fractions, Educational Research, Elementary Education, Estimation (Mathematics), Fractions, Interviews, Mathematics Achievement, Mathematics Curriculum, Mathematics Education, Mathematics Instruction, Middle Schools, Percentage, Student Attitudes, Whole Numbers, Identifiers—Mathematics Education Research, Mental Computation

This report summarizes a project to develop computational estimation materials for students in grades 6, 7, and 8. In chapter 1, the need for estimation skills is discussed and the goals of the project are stated: to develop a carefully sequenced set of lessons, activities, and maintenance work on estimation with whole numbers, fractions, decimals, and percent; to implement the program in grades 6, 7, and 8; and to evaluate the effects of the program on achievement in terms of skill in estimation and the types of processes employed. The second chapter describes the guidelines, issues, components, and pacing of the program. In chapters 3 and 4, findings from the evaluation of the pilot materials are presented, while chapter 5 describes the revision process. Seven appendices contain the pacing guide for the pilot materials; the attitude questionnaire and results; the mental computation tests and results; the computational estimation test, acceptable inter-

vals, and results; the midyear test and results; a summary of the interview packet; forms used to evaluate the instructional materials; and a list of presentations made to disseminate project materials. (MNS)

ED 242 526 SE 044 279

Reys, Robert E. And Others

Computational Estimation Instructional Materials for the Middle Grades. Grade 6.

Missouri Univ., Columbia.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Mar 84

Grant—NSF-81-13601

Note—140p; For the final report and other instructional materials from the project, see SE 044 278-281.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Computation, Decimal Fractions, Elementary School Mathematics, Estimation (Mathematics), Fractions, Grade 6, Instructional Materials, Intermediate Grades, Lesson Plans, Mathematics Instruction, Middle Schools, Whole Numbers, Worksheets

These instructional materials were produced as part of the project, Developing Computational Estimation Materials for the Middle Grades. The introduction to these sixth grade materials covers the following: why teach estimation; how the materials were developed; and how the lessons are organized. The 15 lessons that follow are designed to teach such estimation strategies as front-end estimation, compatible numbers, and rounding in lessons with whole numbers, fractions, and decimals. Each lesson plan includes objectives, teacher background, suggestions for teaching the lesson, acceptable answers for exercises, and six worksheets for student use. (MNS)

ED 242 527 SE 044 280

Reys, Robert E. And Others

Computational Estimation Instructional Materials for the Middle Grades. Grade 7.

Missouri Univ., Columbia.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Mar 84

Grant—NSF-81-13601

Note—142p; For the final report and other instructional materials from the project, see SE 044 278-281.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Computation, Decimal Fractions, Estimation (Mathematics), Fractions, Grade 7, Instructional Materials, Junior High Schools, Lesson Plans, Mathematics Instruction, Middle Schools, Percentage, Secondary School Mathematics, Whole Numbers, Worksheets

These instructional materials were produced as part of the project, Developing Computational Estimation Materials for the Middle Grades. The introduction to these seventh grade materials covers the following: why teach estimation; how the materials were developed; and how the lessons are organized. The 15 lessons that follow are designed to teach such estimation strategies as front-end estimation, compatible numbers, clustering, and rounding in lessons with whole numbers, fractions, mixed numbers, decimals, and percents. Each lesson plan includes objectives, teacher background, suggestions for teaching the lesson, acceptable answers for exercises, and six worksheets for student use. (MNS)

ED 242 528 SE 044 281

Reys, Robert E. And Others

Computational Estimation Instructional Materials for the Middle Grades. Grade 8.

Missouri Univ., Columbia.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Mar 84

Grant—NSF-81-13601

Note—150p; For the final report and other instructional materials from the project, see SE 044 278-280.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Computation, Decimal Fractions, Estimation (Mathematics), Fractions, Grade 8, Instructional Materials, Junior High Schools, Lesson Plans, Mathematics Instruction, Middle Schools, Percentage, Secondary School Mathematics, Whole Numbers, Worksheets

These instructional materials were produced as

part of the project, Developing Computational Estimation Materials for the Middle Grades. The introduction to these eighth grade materials covers the following: why teach estimation; how the materials were developed; and how the lessons are organized. The 15 lessons that follow are designed to teach such estimation strategies as front-end estimation, compatible numbers, clustering, and rounding in lessons with whole numbers, fractions, mixed numbers, decimals, and percents. Each lesson plan includes objectives, teacher background, suggestions for teaching the lesson, acceptable answers for exercises, and six worksheets for student use. (MNS)

ED 242 529 SE 044 284

Reynolds, Ann Seulberger

Identifying Mathematically Talented Sixth Grade Students in an Upper-Middle Income Community.

Pub Date—Aug 83

Note—110p; M.S. Thesis, Hayward State University.

Pub Type—Reports—Research (143)—Dissertations/Theses—Masters Theses (042)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Ability Identification, Acceleration (Education), Educational Research, Gifted, Intermediate Grades, Mathematics Achievement, Mathematics Education, Mathematics Instruction, Talent

Identifiers—Mathematics Education Research

This study sought to determine if success and continuance in an accelerated high school mathematics program could be predicted, and which identifying tools would best accomplish this purpose. The sample consisted of 72 tenth- and eleventh-grade students in one high school who were either identified for acceleration or had accelerated on their own. A multiple regression analysis with 21 variables indicated that math 7-8 grades and algebra grades had the highest correlation with both success and continuance in the program. Best for predicting success in accelerated math 7-8 was the combination of Iowa test mathematics total score, sixth-grade mathematics grade, age, and Iowa test total score. Continuance was not significantly predictable unless the math 7-8 grade was used. A class identified during seventh grade had fewer dropouts, while the group that accelerated on their own were 88% boys. It was concluded that if twice as many students were selected to take a math honors course in seventh grade, selection for accelerated eighth-grade algebra could be made using the math 7-8 grade and the maturity of an additional year. A new prediction model for use in the school district was presented for consideration. (Author/MNS)

ED 242 530 SE 044 286

Graded Course of Study, Science (K-12).

Euclid City Schools, Ohio.

Pub Date—Oct 82

Note—207p.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Astronomy, Behavioral Objectives, Biology, Chemistry, Course Descriptions, Course Objectives, Curriculum Guides, Earth Science, Elementary School Science, Elementary Secondary Education, General Science, Physics, Science Curriculum, Science Education, Secondary School Science

This course of study specifies the science skills and concepts that are to be taught in the various grades of the Euclid (Ohio) City Schools. Included are instructional objectives for the life, physical, and earth sciences for grades K to 6, suggested field trips and planetarium schedules (by elementary grade levels), and scope and sequence charts for primary and intermediate levels. Also included are instructional objectives for: grade 7 (earth science); grade 8 (life science, honors physical science); grade 9 (introduction to physics and chemistry, introduction to basic science); grades 9 and 10 (honors biology, regular biology); grade 10 (regular biology, basic science); grades 10 and 11 (honors chemistry, regular chemistry); grade 11 (advanced placement chemistry); grades 11 and/or 12 (physics, project physics, biology, advanced placement biology, astronomy, and phase science—elementary chemistry, backpacking biology, greenhouse, environmental pollution and ecology). A scope and sequence chart for grades 7 and 8 science courses is also provided. (JN)

ED 242 531
Stanic, George M. A.

SE 044 287

The Growing Crisis in Mathematics Education in the Years Leading up to World War II.

Pub Date—Apr 84

Note—60p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Educational Change, *Educational History, *Educational Philosophy, Humanism, Learning Theories, *Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction

Identifiers—Mathematics History

The ways in which the "internal" reform ideas of mathematics educators in the period 1890-1940 interacted with the "external" reform ideas present in the general curriculum field are discussed. Using the interest groups identified by Kliebard (i.e., humanists, developmentalists, social efficiency educators, and social meliorists), the growing crisis in mathematics education in the years leading up to World War II is described, with extensive quotations from leaders of the day. It is suggested that the response of mathematics educators to the interaction of external and internal reform ideas provides valuable perspective for present-day mathematics educators. Based on this perspective, responses of mathematics educators to the present "crisis" in education are evaluated. (Author/MNS)

ED 242 532

SE 044 292

Brainerd, Charles J., Ed.

Children's Logical and Mathematical Cognition: Progress in Cognitive Development Research.

Report No.—ISBN-0-387-90635-5

Pub Date—82

Note—232p.; In: The Springer Series in Cognitive Development.

Available from—Springer-Verlag New York Inc., 44 Hartz Way, Secaucus, NJ 07094 (\$24.00).

Pub Type—Books (010) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—*Cognitive Development, *Cognitive Processes, Conservation (Concept), Educational Research, *Learning Theories, Mathematical Linguistics, Mathematics Instruction, *Number Concepts, Probability, *Psychological Studies

Identifiers—*Mathematics Education Research

The goal of books in this series is to present work that is on the growing tip of research in cognitive development. The theme of this volume is children's logical and mathematical cognition, a field in which Piaget's influence has been extensive. In the first of the six chapters, Acredolo presents a new theory of the cognitive bases for conservation and summarizes results of some experiments from which this theory evolved. Fuson, Richards, and Briars review the state of knowledge of children's counting systems. In the chapter by Hoemann and Ross, the literature on children's probability concepts is reviewed. Siegel considers how children's linguistic competence interacts with the assessment of logical-mathematical competence. Recent findings from his ongoing studies of mathematical cognition among the Oksapmin tribes in Papua New Guinea are reported by Saxe. Finally, Brainerd outlines a general learning system for certain concepts that is based on a rule-sampling interpretation of a family of Markovian processes. (MNS)

ED 242 533

SE 044 293

Ralston, Anthony, Ed. Young, Gail S., Ed.

The Future of College Mathematics. Proceedings of a Conference/Workshop on the First Two Years of College Mathematics.

Report No.—ISBN-0-387-90813-7

Pub Date—83

Note—287p.

Available from—Springer-Verlag New York Inc., 44 Hartz Way, Secaucus, NJ 07094 (\$18.00).

Pub Type—Collected Works - Proceedings (021) — Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—Algebra, *Calculus, *College Mathematics, *Course Descriptions, *Educational Change, Higher Education, *Mathematics Curriculum, Problem Solving, Remedial Mathematics, Secondary School Mathematics, Statistics

Identifiers—*Discrete Mathematics

The conference of which these are the proceedings was held in June-July 1982 at Williams College in Williamstown, Massachusetts. The purpose was to discuss the restructuring of the first two years of

college mathematics to provide some balance between the traditional calculus-linear algebra sequence, and discrete mathematics. The volume contains 21 papers presenting arguments both for and against such a change and some ideas as to what a new curriculum might look like. Such topics as symbolic manipulation and algorithms problem solving and modeling, mathematical needs in other subject areas, statistics, and remedial mathematics were included. The papers were generally distributed before the conference, and the discussion transcript follows each paper. The third day of the meeting was devoted to three workshops, two concerned with the curriculum itself and one focusing on the problems of implementing a new curriculum. (MNS)

ED 242 534

SE 044 294

Randhawa, Bikkar S. Hunt, Dennis

Sex and Jurisdiction Differences in Achievement.

Pub Date—Apr 84

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Educational Research, Elementary Secondary Education, Foreign Countries, *Mathematics Achievement, *Mathematics Education, Mathematics Instruction, *Reading Achievement, *Rural Urban Differences, *Sex Differences

Identifiers—Canada, *Mathematics Education Research

This study examined rural/urban and sex differences in achievement in reading, language, and mathematics for 4918 students in grades 4, 7, and 10 from a midwestern province in Canada. Particular attention was given to subskill and sex differences in mathematics achievement. Each student was administered a mental ability test and an achievement battery by the classroom teacher. A two-factor (sex, jurisdiction) multivariate and univariate analysis of covariance was performed on the data. Students from rural schools attained superior achievement in a majority of the subtests. The analysis of subtests and subskills in mathematics indicated a significant male superiority which appeared to be developmental. (MNS)

ED 242 535

SE 044 295

Quintero, Ana Helvia

Children's Difficulties with Two-Step Word Problems.

Pub Date—Apr 84

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Research, *Elementary School Mathematics, *Error Patterns, Grade 5, Intermediate Grades, *Mathematics Instruction, *Problem Solving

Identifiers—*Mathematics Education Research, Puerto Rico, *Word Problems (Mathematics)

This study focused on analyzing children's difficulties with two-step mathematical word problems. Seventy-one fifth-grade children in Puerto Rico were individually observed solving five problems. Two of these were two-step problems; the remaining three were one-step problems with the same mathematical structures as the components of the two-step problems. Performance was significantly poorer on the two-step problems than on the one-step problems. Forty-eight (66.6%) children had difficulties with the two-step problems. The difficulties stemmed from different sources: lack of understanding of the concepts and relationships involved in the problem; incorrect strategy for working any word problem; using a single operation to solve two-step problems; and difficulties with a mismatch between order of presentation and order of operation. The implications for education of these results are briefly discussed. (Author/MNS)

ED 242 536

SE 044 296

Graded Course of Study, Mathematics (K-12).

Euclid City Schools, Ohio.

Pub Date—Sep 82

Note—204p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Course Descriptions, *Course Objectives, *Elementary School Mathematics, Elementary Secondary Education, *Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, *Secondary School Mathematics

This course of study specifies skills and concepts in mathematics that are to be taught in the various grades of the Euclid (Ohio) City School System. It is based on the philosophy that the purpose of the mathematics program of the Euclid City Schools is to provide students with the kinds of skills they will need to become productive members of society, and that this purpose shall be accomplished by exposing students to broad instructional objectives. The program goals are listed by mathematical topic for each grade level from kindergarten through grade 6, followed by a scope and sequence for those grades. Similarly, the program goals and a scope and sequence are given for grades 7 and 8. Then program goals are listed for each of the secondary school mathematics courses, followed by a scope and sequence for grades 9-12. (MNS)

ED 242 537

SE 044 297

Hartzler, Stan

[Review As You Go: Oklahoma City Public Schools' Plan Using Saxon's Procedures.]

Oklahoma City Public School System, Okla.

Pub Date—84

Note—12p.; Document contains several pages of marginal legibility.

Pub Type—Opinion Papers (120) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Algebra, Aptitude Treatment Interaction, Educational Research, Elementary Secondary Education, *Learning Strategies, *Mathematics Instruction, *Quantitative Tests, *Review (Reexamination), *Teaching Methods

Identifiers—Cumulative Daily Review Process, Mathematics Education Research, *Saxon (John)

This document consists of three related items. The first brief paper describes the components of a cumulative daily review program and its origins, rationale, and outcomes. The review-as-you-go (RAYG) format entails planning cumulative examinations and providing review problems each day. The procedure once was routinely used; today it is exemplified in textbooks by Saxon and by Rhoad et al. The rationale is based on research that study followed by sleep followed by examination produces better achievement. The benefits of a RAYG approach are more pronounced for students of lower ability. Teaching, skill learning and retention, conceptual understanding, and new discovery can all be expected to improve with use of RAYG. Five suggestions for teachers are noted, and 14 references are included. The second paper describes procedures for the Oklahoma City Public Schools when using Saxon's books, and a model for structuring the algebra course based on Saxon's algebra books. The third paper is a test for grade 7 incorporating RAYG. (MNS)

ED 242 538

SE 044 298

Calabrese, Ann

Instructional Guide for Teachers of Mathematics K-8, Springfield City Schools.

Springfield City School District, OH.

Pub Date—Nov 83

Note—144p.; Due to print type document is of marginal legibility.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Computation, Decimal Fractions, Elementary Education, Fractions, *Learning Activities, Manipulative Materials, Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, *Mathematics Materials, Number Concepts, Resource Materials, Teaching Methods, Whole Numbers

Activities for teaching mathematics in kindergarten through grade 8 are included in this guide. Both original ideas and ideas gleaned from various sources, including teachers in the district, are presented. The introduction briefly discusses the importance of developing understanding of concepts, processes, and relationships, the need for interaction and the use of all senses possible in mathematics classes; the role of evaluation; and comments on managing the class. For each activity, the objective and the procedures are included. Activities are grouped by: number and numeration system; addition, subtraction, multiplication, and division of

whole numbers; divisibility tests; fractions; mixed numbers; and decimals. Also included are suggestions for teaching the basic facts, a division song, several worksheets, and some additional activities, plus a list of teacher reference materials. (MNS)

ED 242 539 SE 044 299

Kolb, James A.
Marine Science Career Awareness, Grade Four.
Revised.
Educational Services District 114, Marine Science Center, Poulsbo, WA.
Pub Date—84
Note—365p.; For related documents, see ED 236 037-041.

Available from—James A. Kolb, Marine Science Center, 17771 Fjord Drive, NE, Poulsbo, WA 98370 (\$25.00).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Animals, *Career Awareness, *Elementary School Science, Environmental Education, Fisheries, Grade 4, Ichthyology, Intermediate Grades, Learning Activities, *Marine Biology, *Marine Education, Oceanography, *Science Activities, Science Careers, Science Education, Units of Study

This unit, one of a series designed to develop and foster an understanding of the marine environment, presents marine science activities for fourth grade students. The unit, focusing on the various types of careers and occupations connected directly and indirectly with marine science, is divided into sections dealing with: commerce and intertidal beaches; commercial crabbing; harvesting clams; harvesting oysters; commercial shrimping; commercial fishing; and aquaculture and mariculture. Each section has a student text with related activities. Each student text is preceded by a teacher section containing information on how to use the section, additional information, and items requiring advance planning. Each activity is also preceded by a teacher background section providing additional information about the activity, including teaching hints and answer key for activities. Important vocabulary words/terms are listed in the teacher background sections; they are also underlined in the student text. Activities are designed to enhance reading as well as investigative skills; several activities provide practice in mathematics skills. Although all activities can be modified to suit individual needs or can be used "as is," it is strongly recommended that they be performed along with the readings/discussions found in student text material. (JN)

ED 242 540 SE 044 340

Wilson, Bryan, Ed.
Mathematics Education. Anglo-Soviet Seminar
(1st, Oxford, England, September 8-16, 1981).
British Council, London (England); Ministry of Education, Moscow (USSR).
Report No.—ISBN-0-901618-64-0
Pub Date—81
Note—140p.

Available from—British Council, Consultancies Group, 10, Spring Gardens, London SW1A 2BN.
Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Calculators, Computers, Curriculum Development, *Educational Change, Educational Planning, Educational Research, Educational Television, *Educational Trends, Elementary Secondary Education, Foreign Countries, Inservice Teacher Education, *Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, Problem Solving, School Organization
Identifiers—*England, Mathematics Education Research, *USSR

This report presents 23 papers prepared for the first Anglo-Soviet Seminar on Mathematics Education, held in Oxford in September 1981. Ten leading British mathematics educators met with six Soviet participants for an intensive program of information sharing and discussion which covered the teaching and learning of mathematics at all school levels. Each theme of the seminar was introduced by two speakers, one from each country. The speakers highlighted important points in the papers, leaving time for discussion (summarized in the report). The sessions focused on an introduction to the school systems in each country, formative periods, the current scene, the primary stage, the middle stage, research, in-service support for teachers, mathematics for life, the senior stage, and calculators and computers. The closing discussion and a retrospective

view of the seminar are included, as well as the program and a list of participants. (MNS)

ED 242 541 SE 044 341

Federal Funds for Research and Development.
Fiscal Years 1981, 1982, and 1983. Volume XXXI. Final Report. Surveys of Science Resources Series.

National Science Foundation, Washington, D.C.
Div. of Science Resources Studies.
Report No.—NSF-83-320
Pub Date—83

Note—56p.; Document contains several pages of marginal legibility. For related document (detailed statistical tables) see ED 225 870.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Budgets, College Science, *Engineering, *Federal Aid, Federal Programs, Financial Support, *Geographic Distribution, Industry, Mathematics, *Research and Development, *Sciences, Scientific Research, Technology

Identifiers—Department of Defense, National Science Foundation

This report on Federal agency research and development (R&D) is based on the FY 1983 Presidential budget which continues the economic revitalization policies initiated in the previous year's budget. While the report emphasizes analyses of detailed data on R&D performers, fields of science, and geographic distribution of R&D, it also includes more highly aggregated data to provide the necessary overall perspective. A summary of more recent data is also provided for Federal R&D levels of support proposed for 1984, but in less detail than for 1983. The 1984 budget specifically provided for increased support to basic research in the defense, general science, and energy areas. This continued a pattern evident in the previous budget, with the same areas targeted for real gains. The report is divided into three sections: (1) Federal R&D perspectives, bringing to date for 1983 the R&D funding strategy initiated in the 1982 budget (including Department of Defense role); (2) Federal intramural, industrial, and academic performers of Federal R&D, (examining effects of recent changes in agency support on the growth, or decline, in performance of overall sectors); and (3) geographic distribution of funds, 1981. (JN)

ED 242 542 SE 044 342

Federal Funds for Research and Development.
Fiscal Years 1982, 1983, and 1984. Volume XXXII. Detailed Statistical Tables. Surveys of Science Resources Series.

National Science Foundation, Washington, D.C.
Div. of Science Resources Studies.
Report No.—NSF-83-319
Pub Date—[83]

Note—195p.; Document contains several pages with marginal legibility.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Colleges, Costs, *Engineering, *Federal Aid, *Federal Programs, Financial Support, Foreign Countries, *Geographic Distribution, Higher Education, Industry, Mathematics, *Research and Development, Research and Development Centers, *Sciences, Scientific Research, Universities

Identifiers—National Science Foundation

Detailed statistical tables on federal funds for research and development (R&D) are provided in this document. Tables are organized into the following sections: research, development, and R&D plant; R&D-agency, character of work, and performer; total research-agency, performer, and field of science; basic research-agency, performer, and field of science; applied research-agency, performer, and field of science; development-agency and performer; R&D plant; total, basic, and applied research performed at colleges and universities—agency and field of science; foreign performers in R&D; foreign performers—basic research; special foreign currency program; geographic distribution—R&D and R&D plant; federal intramural personnel costs; and historical data (outlays and obligations). In the tables, data for 1982 are considered to be actual since they represent virtually completed transactions. Data for 1983 and 1984 are estimated since they do not represent final actions. The timing of the Federal Funds Survey coincided with the third quarter FY 1983; therefore, the amounts reported for 1983 reflect congressional appropriation and reprogramming decisions as of that time. Data for 1984 represent administration budget proposals that had not been

acted on. (JN)

ED 242 543 SE 044 343

Bortz, Alfred B. Dunkle, Susan B.
Report of the Workshop on Magnetic Information Technology - MINT (Washington, D.C., June 22-24, 1983).

California Univ., San Diego; Carnegie-Mellon Univ., Pittsburgh, Pa.
Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—83
Note—39p.; Document contains several pages with marginal legibility.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Engineering Education, Higher Education, *Industry, *Information Science, Instrumentation, *Labor Needs, *Magnetic Tapes, *Research Needs, Research Opportunities, School Business Relationship, Science Education
Identifiers—*Magnetic Information Technology, National Science Foundation

Magnetic Information Technology (MINT), which involves use of magnetic techniques and materials to store information, is a critical growth industry in the United States. However, experts from both industry and academe forecast the inability of the United States to meet demand in this area. According to these experts, growth of magnetic information capacity will, in the near term, be limited not by the industrial capacity to manufacture equipment but by the availability of new basic and applied research data in all areas of MINT. Furthermore, growth in MINT will be limited by the absence of trained engineers, scientists, and faculty. These and other conclusions emerged from a MINT workshop which focused on what universities must do to address the various research needs in MINT and on how more students can be encouraged to pursue graduate study in areas applicable to MINT. Recommendations made to the National Science Foundation include requests that the agency supplement and encourage industrial support of two to four centers of excellence in MINT at universities, establish a MINT research program for single investigators, identify MINT as a national priority, encourage industrial laboratories to become more active in supporting MINT research at universities, and encourage university-industrial interchanges. (JN)

ED 242 544 SE 044 344

Ocean Science for the Year 2000. A Report on an Inquiry by the Scientific Committee on Oceanic Research and the Advisory Committee on Marine Resources Research.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Intergovernmental Oceanographic Commission.

Report No.—ISBN-92-3-102198-2
Pub Date—84
Note—96p.

Available from—United Nations Educational, Scientific and Cultural Organization, 7 place de Fontenay, 75700 Paris, France.

Pub Type—Books (010) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—*Chemistry, Climate, Developing Nations, Ecology, *Geology, Geophysics, Higher Education, International Programs, *Marine Biology, *Oceanography, Physics, *Research Needs, *Scientific Research

This report, which examines expected major trends in ocean research up to the year 2000, focuses on the most important ocean research problems that should receive particular attention during the next decades, what major advances should be expected and what kinds of research should be encouraged for them to be achieved, and impediments to achieving these advances. Each of these three areas is addressed within the four basic subject areas of physics, chemistry, biology, and geology/geophysics, with interdisciplinary aspects and principal applications (climate, pollution, fisheries, and non-living resources) being covered as appropriate. Findings and conclusions are reported and discussed in six separate chapters dealing with, respectively: (1) the nature of marine science; (2) application and implementation, examining reasons why ocean research merits support from governments and some of the practical problems of strengthening such research; (3) physical oceanography; (4) chemistry of the ocean; (5) life in the ocean; and (6) the ocean floor. Research particularly benefiting joint action among nations, relation-

ship of such research to the interests of developing countries, and evaluation of supporting services and manpower needed to carry out proposed research are noted in the chapters when appropriate. (JN)

ED 242 545 SE 044 345

Communiqué: Special Issue on the International Scientific Conference and Exhibit and the 7th Session of the International Co-ordinating Council for MAB (Paris, Sept. 22-Oct. 2, 1981) = Numéro spécial sur la Conférence Scientifique Internationale et Exposition et la 7e session du Conseil International de Coordination du MAB (Paris, du 22 Sept. au 2 Oct. 1981).

Canadian Commission for Unesco, Ottawa (Ontario). Man and the Biosphere Programme.

Pub Date—Mar 82

Note—68p.

Journal Cit—Communique; n14 Mar 1982

Language—English; French

Pub Type—Multilingual/Bilingual Materials (171)

—Collected Works - Proceedings (021) — Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Conferences, Conservation (Environment), Decision Making, *Ecology, *Environmental Education, International Programs, *Land Use, Natural Resources, Program Descriptions, *Program Effectiveness, Program Evaluation

Identifiers—*Canada, *Man and the Biosphere

Presented are summaries of two separate but closely-related conferences. The International Scientific Conference and Exhibit, organized to mark the 10th anniversary of the Man and the Biosphere Program (MAB), was based on the theme "ecology in practice: establishing a scientific basis for land management." This summary includes: a 10 year perspective of MAB; excerpts from the address by the assistant director-general for science (Unesco), A.-R. Kaddoura, on nine major projects in science and technology for development; conference agenda; and recommendations related to seven themes (MAB activities in humid/sub-humid tropics, marginal lands, biosphere reserves, cities as ecological systems, use of scientific information for environmental education purposes, information needed for decision-making on land management, and emerging issues and priority problems for the 1980's). The meeting of the International Coordinating Council, the intergovernmental body which directs and administers the MAB program, provided a forum for an evaluation and review of the first decade of its existence. This summary includes conference agenda, recommendations for improving the effectiveness of MAB in the future, highlights of Canadian presentations, and the personal perspectives of three Canadian delegates (Anne Whyte, George Francis, and Michel Malgouyres) on the conference. (JN)

ED 242 546 SE 044 346

Communiqué: Special Issue on the International Network for Cooperation in Northern Science Created at a Meeting held in Edmonton, Alberta (October 12-15, 1982). Summary of Discussions and Agreements Reached = Numéro spécial sur le Réseau Scientifique Internationale pour le Nord créé à la réunion tenue à Edmonton, Alberta (du 12 au 15 octobre 1982). Résumé des discussions et accords conclus.

Canadian Commission for Unesco, Ottawa (Ontario). Man and the Biosphere Programme.

Pub Date—Feb 83

Note—45p.

Journal Cit—Communique; n16 Feb 1983

Language—English; French

Pub Type—Collected Works - Proceedings (021) — Multilingual/Bilingual Materials (171) — Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Animals, Citizen Participation, Cooperative Programs, *Ecology, Forestry, Higher Education, Interdisciplinary Approach, *International Programs, *Land Use, *Natural Resources, *Networks, Policy Formation, Program Development, Science Education, *Scientific Research

Identifiers—*Northern Science Network

Delegations from Canada, Finland, Greenland, Norway, Sweden, and the United States agreed to the establishment of a network for cooperation among individuals engaged in problems peculiar to the circumpolar North. The Northern Science Network, established within the Unesco Man and the Biosphere Program, consists of three themes: studies on the ecology and land use of subarctic birch

forests; development of, and monitoring and research in, biosphere reserves and other protected areas; and land use practices and grazing animals. This document includes: (1) summary papers from the participating countries on establishing the network; (2) summary of discussions related to a definition of "North" (defined as the northern tundra zone, the adjacent ocean area, and the transition zone of the boreal forest), scope of the network, liaison with other organizations, and the relationship between scientists and local populations; (3) discussion of network themes; and (4) agreements reached. These agreements focus on establishment of the network; network objectives, structure and proposed action; and the involvement of local populations in the northern scientific activities. A map showing the location of important circumpolar field stations and a list of ethical principles for conducting research in the north are included in appendices. (JN)

ED 242 547 SE 044 347

The SEDL Regional Conferences: The White House Report on Science & Engineering Education (Austin, Texas, March 10, 1981; Baton Rouge, Louisiana, March 12, 1981). Final Report.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—May 81

Note—66p.

Pub Type—Reports - Descriptive (141) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage. PC Not Available from EDRS.

Descriptors—Conferences, *Educational Improvement, Educational Quality, Elementary Secondary Education, *Engineering Education, Higher Education, Industry, *Mathematics Education, *Minority Groups, *Policy Formation, Public Policy, School Business Relationship, *Science Education, Scientific Literacy

Two conferences were held to: (1) study the decline in mathematics and science academic performance among elementary and secondary students; (2) examine the dramatic lack of participation of women, Blacks, Hispanics, American Indians, and others historically underrepresented in these academic areas; and (3) propose strategies to improve these situations and to influence local, state, and national policymakers. The conferences acquainted participants with findings of the recently released White House Report, "Science and Engineering Education for the 1980s and Beyond" and provided opportunities for them to discuss implications of the report and to generate proposed strategies for alerting others to its contents and for influencing public policies. In addition, participants heard presentations by representatives of industry, education, science, mathematics, and engineering. Included in this report are participant recommendations, categorized according to the conference(s) at which they were generated and by their respective level(s) of impact. Recommendations focus on awareness and involvement, programs, and on resources and support. Also included are recommendations of conference presenters and of Southwest Educational Development Laboratory (SEDL) staff. One SEDL recommendation is fostering the idea that science is as much a "basic" as reading, writing, and human interaction. (JN)

ED 242 548 SE 044 348

Good, Thomas L. And Others

Active Mathematics Teaching. Research on Teaching Monograph Series.

Report No.—ISBN-0-582-28342-6

Pub Date—83

Note—255p.

Available from—Longman, Inc., 1560 Broadway, New York, NY 10036 (\$25.00).

Pub Type—Books (010) — Guides - General (050)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Attitudes, Cognitive Style, Educational Philosophy, Educational Research, Elementary Secondary Education, Intermediate Grades, Junior High Schools, Learning, Literature Reviews, *Mathematics Education, *Mathematics Instruction, *Teacher Behavior, Teacher Education, *Teacher Effectiveness, *Teaching Methods

Identifiers—*Mathematics Education Research,

*Missouri Mathematics Effectiveness Project

This book describes the Missouri Mathematics

Effectiveness Project, a major systematic research program supported by the National Institute for Education. The report is based on a decade of naturalistic and experimental study of mathematics classrooms in intermediate elementary grades and junior high school classrooms. A rationale for the particular research problems addressed, the research procedures and findings from several studies, and implications for teachers, teacher educators, and classroom researchers are each discussed. The focus is on the relationship between classroom processes (e.g., teacher behavior) and classroom products (e.g., student achievement). The ten chapters include the introduction/overview, a description of the naturalistic study, building a treatment program, reports of experimental work in the schools, a review of the literature on teaching and learning styles, a description of the Missouri Mathematics Program, the role of development in mathematics teaching, and conclusions and new directions. An appendix presents the instruments for assessing students' and teachers' beliefs about mathematics. (MNS)

ED 242 549 SE 044 349

Confrey, Jere

SummerMath: Research into Practice.

Pub Date—Apr 83

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, Montreal, Quebec, Canada, April, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Computers, Educational Research, *Females, High Schools, Learning Activities, *Mathematics Anxiety, *Mathematics Instruction, *Program Descriptions, Programming, *Research Utilization, *Teaching Methods

Identifiers—*Mathematics Education Research, Research Practice Relationship, SummerMath Program

An experience in attempting to transform research into practice is described, with questions raised about the relationship between research and practice. The author begins by describing the two research traditions which exerted the most force on the design of the program. How the philosophy and findings of those traditions were interpreted and implemented is discussed as the SummerMath program is described. This was a six-week program for high school students, to encourage young women to gain an understanding of mathematics in order to increase their participation in mathematics and mathematics-related fields, as well as to implement the findings of research to improve learning. Sections focus on research into practice, research on mathematics learning, curriculum, instruction, women and mathematics, and evaluation. Results of the implementation and new research questions are each presented. (MNS)

ED 242 550 SE 044 350

Berger, Dale E. Wilde, Jeffrey M.

Solving Algebra Word Problems.

Pub Date—Mar 84

Note—30p.; Paper presented at the Claremont Conference on Applied Cognitive Psychology (3rd, Claremont, CA, March 3, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Algebra, Educational Research, *Error Patterns, *Mathematics Instruction, *Problem Solving, Secondary Education, *Secondary School Mathematics

Identifiers—*Mathematics Education Research, *Word Problems (Mathematics)

Algebra word problems were analyzed in terms of the information integration tasks that are required to solve the problems. These tasks were classified into three levels: value assignment, value derivation, and equation construction. Novices (35 first year algebra students) and experts (13 analytic geometry students) were compared on the proportion of tasks completed at each level in their attempts to solve six word problems. As predicted, the novices showed greatest weakness on the tasks from the second and third levels, which required an appreciation of the structure of the problems. Consistent with this finding, novices performed at chance levels on a task that required them to identify which two problems of three were most similar. Experts performed very well on this task. Instruction focused on the structure of the problems was successful in improving

performance of a group of novices. (Author)

ED 242 551 SE 044 351

Agricultural Mathematics for Peace Corps Volunteers. Appropriate Technologies for Development. Reprint R-4.

Peace Corps, Washington, DC. Information Collection and Exchange Div.

Pub Date—Sep 81

Contract—PC-73-1034

Note—111p; Prepared by the Development and Research Corporation

Available from—Peace Corps, Information Collection & Exchange, Office of Programming and Training Coordination, 806 Connecticut Avenue, NW, Washington, DC 20525.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adult Basic Education, *Agriculture, Geometric Concepts, Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, *Measurement, Physics, *Units of Study

Identifiers—*Peace Corps

This manual was prepared for use by Peace Corps Volunteers in solving field problems requiring mathematical calculations. It contains problem examples and data pertinent to the needs of volunteers, with many of the problems and exercises developed from on-the-job problems. Primary emphasis is given to providing answers and procedures for solving specific agricultural mathematics problems. Each of the six units may be used as a review or as new material. Unit A focuses on preliminary information and review on measuring tools, geometry, area and volume, and weights and measures. Unit B considers problems related to water and irrigation; unit C, problems related to construction; unit D, problems related to land leveling and crop production; unit E, problems related to agricultural machinery; and unit F, problems related to temperature and to calculating interest. A set of tables is also included. (MNS)

ED 242 552 SE 044 352

Adult Basic Education Mathematics Curriculum Guide.

British Columbia Dept. of Education, Victoria.

Pub Date—83

Note—141p; For Science Curriculum Guide see SE 044 358.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Adult Basic Education, Curriculum Guides, *Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, Resource Materials, *Teaching Methods

Identifiers—British Columbia

This curriculum guide from British Columbia is divided into five parts. Part 1, on using the guide, first explains the place of the guide in the provincial curriculum development and articulation processes. Four purposes are defined; the scope of the curriculum is outlined; and an overview of curriculum aim, learner goals, and topics is given. In part 2, the curriculum design is presented, beginning with a background survey of the current state and future needs in adult basic education (ABE) Mathematics. Guidelines for specific program and course planning are included, with representative course designs. Part 3, (Learning Tasks and Resources) contains a systematic array of mathematics topics, including descriptions of typical learning tasks keyed to a limited selection of resource texts. Part 4, (approaches to Teaching and Learning) presents a variety of ideas for instructors to consider in planning ABE mathematics instruction, including brief sections on principles and methods of adult learning, math anxiety, problem solving, computers, and issues in evaluation. Part 5 contains a list of selected instructional resources and professional references, along with a list of publishers' addresses. The final pages constitute a response form for users to comment on this draft curriculum. (MNS)

ED 242 553 SE 044 354

Helm, Hugh Novak, Joseph D.

Misconceptions in Science and Mathematics. Proceedings of the International Seminar. (Cornell University, Ithaca, NY, USA, June 20-22, 1983).

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Pub Date—Jul 83

Note—984p.

Available from—J. D. Novak, Department of Education, College of Agriculture and Life Sciences, Cornell University, Ithaca, NY 14853 (\$12.00 plus postage; domestic \$2.00, foreign \$2.50).

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF07 Plus Postage. PC Not Available from EDRS.

Descriptors—Biology, Chemistry, Cognitive Processes, *Concept Formation, Concept Teaching, Elementary School Science, Elementary Secondary Education, Epistemology, Mathematics, *Mathematics Education, Mathematics Instruction, Physics, *Research Methodology, *Science Education, Science Instruction

Identifiers—Mathematics Education Research, *Misconceptions, *Science Education Research

These proceedings include abstracts and/or complete papers on topics and research focusing on student misconceptions (ideas at variance with accepted views) in science and mathematics. Abstracts and papers are arranged according to nine general areas emphasized: (1) theoretical and philosophical perspectives; (2) instructional issues; (3) research methodological issues; (4) historical and epistemological perspectives; (5) elementary school science; (6) physics; (7) biology; (8) chemistry; and (9) mathematics. Selected topics addressed or areas investigated include implications of research on misconceptions for teaching, misconceptions and conceptual change, interpreting evidence about misconceptions, the microcomputer in cognitive development research, a 12-year study of conceptual development using concept mapping as an evaluation tool, students' misconceptions in geometric problem solving and genetics, using conceptual change to understand problems students have in learning science, and students' alternative conceptions of mechanics. Issues raised in plenary sessions and a list of research needs are among the areas considered in the introduction to the proceedings. These needs include studies of conceptual change, studies to identify consistent or robust misconceptions, studies focused on theoretical issues, studies on sources of misconceptions, and studies on teacher education with awareness of misconceptions. (JN)

ED 242 554 SE 044 355

Jagielski, Connie And Others

Life Science, Grade Seven, Middle Schools. Curriculum Bulletin Number 80CBM49.

Houston Independent School District, Tex.

Pub Date—80

Note—436p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—Behavioral Objectives, *Biology, Curriculum Guides, Grade 7, Junior High Schools, Science Activities, Science Education, *Science Instruction, *Secondary School Science, *Teaching Methods

Identifiers—Texas (Houston)

This guide is designed as a tool to help teachers provide a variety of activities to meet the needs of students taking seventh grade life science. The guide is written to correlate with the textbook "Exploring Living Things" (Laidlaw publishers) and the related laboratory manual. As a guide, the curriculum may be used according to each teacher's individual situation; in some instances the teacher may concentrate only on activities that emphasize basic concepts, while in other situations the teacher may wish to go beyond the basics and emphasize advanced material and activities. Each chapter is represented in the guide with the major concepts to be taught, instructional objectives, and suggested activities. Additional activities which may be reproduced are included at the end of each chapter and in an appendix. Knowing there is not a "typical student," the guide simplifies methods for teaching a variety of student abilities by coding different levels of involvement. Symbols are used to identify assessments and activities: (1) considered to be essential learner outcomes; (2) requiring minimal reading skills for students with learning disabilities; and (3) involving more complicated work and indepth research. (JN)

ED 242 555 SE 044 356

Stafford, Alva R.

Earth Science, Grade 8, Part 1. Curriculum Bulletin Number 81CBM58.

Houston Independent School District, Tex.

Pub Date—81

Note—237p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Behavioral Objectives, Content Area Reading, Curriculum Guides, *Earth Science, Grade 8, Junior High Schools, Science Activities,

Science Education, *Science Instruction, *Secondary School Science, *Teaching Methods

Identifiers—Texas (Houston)

This curriculum guide is designed for use with the Charles E. Merrill textbook "Focus on Earth Science" and with the laboratory manual, teaching guide, and student review and reinforcement guide which accompany the textbook. Suggested time allotment, major concepts, instructional objectives, assessment items, available materials (such as films, charts, models, and transparencies), and suggested activities are provided for chapters 1 to 11. These chapters focus on the nature of earth science; views of earth; earth-moon systems; matter; minerals; high temperature and pressure rocks; weathering and sedimentary rocks; air; seasons, climate, and water; oceanography; and on circulation of ocean waters, waves, and tides. Enabling objectives for essential learner outcomes, basic objectives which each teacher must teach but not requiring 100 percent student mastery, assessments and activities requiring minimal reading skills, and assessments and activities for accelerated students are noted when applicable. Additional information provided in the guide includes: a list of essential learning outcomes; earth science scope and sequence chart; comments on safety precautions, outline and outlining strategies, and techniques in teaching reading of science; a list of elementary school earth science objectives; and a table of prefixes, suffixes, and root words. (JN)

ED 242 556

Stafford, Alva R.

Earth Science, Grade 8, Part 2. Curriculum Bulletin Number 81CBM63.

Houston Independent School District, Tex.

Pub Date—81

Note—178p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Behavioral Objectives, Curriculum Guides, *Earth Science, Grade 8, Junior High Schools, Science Activities, Science Education, *Science Instruction, *Secondary School Science, *Teaching Methods

Identifiers—Texas (Houston)

This curriculum guide is designed for use with the Charles E. Merrill textbook "Focus on Earth Science" and with the laboratory manual, teaching guide, and student review and reinforcement guide which accompany the textbook. Suggested time allotment, major concepts, instructional objectives, assessment items, available materials (such as films, charts, models, and transparencies), and suggested activities are provided for chapters 12 to 25. These chapters focus on: erosion, mass movement, and wind; water systems; glaciers; earthquakes; plate tectonics; landforms; geological dating; geologic time; renewable and nonrenewable resources; energy resources; universe, galaxies, and stars; solar system; and space voyage and exploration. Enabling objectives for essential learner outcomes, basic objectives which each teacher must teach but not requiring 100 percent student mastery, assessments and activities requiring minimal reading skills, and assessments and activities for accelerated students are noted when applicable. Supporting materials provided in an appendix include activities on rocks, measurements, and tides; tips for maintaining saltwater aquariums; and a list of animals found in bottom communities of the upper Texas coast. (JN)

ED 242 557

Adult Basic Education Science Curriculum Guide.

British Columbia Dept. of Education, Victoria.

Pub Date—83

Note—312p; For Mathematics Curriculum Guide see SE 044 352.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—*Adult Basic Education, *Biological Sciences, Computer Literacy, *Curriculum Design, Curriculum Development, Curriculum Guides, Earth Science, Foreign Countries, General Science, *Physical Sciences, Science Activities, *Science Curriculum, Science Education, *Science Instruction, Teaching Methods, Units of Study

Identifiers—British Columbia

This seven-part guide is intended for use in defining curricula for a wide clientele of adult learners in British Columbia who want to improve their knowledge, skills, and understanding in science. Part 1 explains the guide's place in the provincial curriculum development and articulation processes, de-

finer the three purposes of the guide, outlines the scope of the curriculum, and provides an overview of curriculum goals and instructional units. Part 2 begins with a perspective of the current and future needs of Adult Basic Education (ABE) Science followed by guidelines for specific program and course planning, with representative course designs. Parts 3, 4, and 5, respectively, contain samples of fundamental, intermediate, and advanced instructional units. Each unit contains a topic outline, purpose statement, identification of required background, key ideas, learning objectives and activities, and list of resources. Subject areas considered include general science, biology, chemistry, physics, and earth science. Part 6 presents a variety of ideas to consider in planning ABE science instruction. Brief sections on principles of adult learning, advising and placing students, and student evaluation are included. Part 7 contains sections on laboratory, print, and audiovisual resources; lists of professional references; and addresses of publishers and suppliers. (JN)

ED 242 558 SE 044 359

Fahy, Cynthia. And Others

Preserving Food by Drying. A Math/Science Teaching Manual. Appropriate Technologies for Development. Manual No. M-10. Peace Corps, Washington, DC. Information Collection and Exchange Div. Pub Date—Sep 82

Note—224p. Available from—Peace Corps, Information Collection & Exchange, Office of Program Development, 806 Connecticut Avenue, NW, Washington, DC 20526.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Dietetics, *Food, Mathematics Education, *Mathematics Instruction, *Nutrition, *Science Activities, Science Education, Science Experiments, Science Instruction, Secondary Education, *Secondary School Mathematics, *Secondary School Science, Solar Energy, *Weather Identifiers—*Solar Food Dryers

This manual presents a design for teaching science principles and mathematics concepts through a sequence of activities concentrating on weather, solar food dryers, and nutrition. Part I focuses on the effect of solar energy on air and water, examining the concepts of evaporation, condensation, radiation, conduction, and convection. These concepts are applied to food drying in part II where students experiment to build the most effective solar food dryer for their locality. Emphasis is placed on using locally available materials and making the hardware needed. In part III, students use their food dryer in experiments demonstrating the effect of drying food and the importance of using proper drying methods. They also create balanced diets from the food they have dried and compile information about food drying for people in their community. Each part begins with an introduction and diagram outlining the major concepts covered and is followed by clusters of activities; background information is provided before each related group of activities. Each activity contains a brief introduction, list of materials needed, procedures, instructional strategies, possible discussion topics, and suggestions for further study. Although designed as a full-year course of study, individual activities may be selected to enhance a standard curriculum. (JN)

ED 242 559 SE 044 360

Slavin, Robert E. Karweit, Nancy L.

Mathematics Achievement Effects of Three Levels of Individualization: Whole Class, Ability Grouped, and Individualized Instruction. Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—JHU-CSOS-349

Pub Date—Jan 84

Grant—NIE-G-83-0002

Note—42p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Ability Grouping, Educational Research, Elementary Education, *Elementary School Mathematics, Grouping (Instructional Purposes), *Individualized Instruction, Intermediate Grades, *Large Group Instruction, *Mathematics Achievement, *Mathematics Instruction, Student Attitudes

Identifiers—*Mathematics Education Research

This research evaluated mathematics achieve-

ment and attitudinal effects of three instructional methods directed in varying degrees toward accommodating diversity in students' prior achievement. Two randomized field experiments of 16 and 18 weeks' duration, respectively, compared an individualized model, Team Assisted Individualization (TAI); an ability grouped model, Ability Grouped Active Teaching (AGAT); a group-paced model, the Missouri Mathematics Program (MMP); and, in Experiment 2 only, untreated control classes. The first experiment involved pupils in grades 4-6, while the second experiment was conducted with pupils in grades 3-5. Nested analysis of variance on CTBS Computations scores adjusted for pretests indicated that in both experiments, TAI and AGAT exceeded MMP. In Experiment 2, TAI, AGAT, and MMP also exceeded control. No interactions with prior achievement were found. Effects on Liking of Math Class and (in Experiment 1) Self-Concept in Math favored TAI. (Author/MNS)

ED 242 560 SE 044 367

Sweeney, Deborah H. And Others

Nuclear Engineering Enrollments and Degrees, 1982.

Department of Energy, Washington, D.C. Office of Energy Research.

Report No.—DOE/ER-0165

Pub Date—May 83

Contract—DE-AC05-76OR00033

Note—132p.

Available from—National Technical Information Service, U.S. Department of Commerce, Springfield, VA 22161.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—College Programs, *Degrees (Academic), *Engineering Education, *Enrollment, Enrollment Trends, Females, Foreign Students, *Geographic Distribution, Higher Education, *Job Placement, *Minority Groups, National Surveys

Identifiers—*Nuclear Engineering

This report presents data on the number of students enrolled and the number of bachelor's, master's, and doctoral degrees awarded in academic year 1981-82 from 72 United States institutions offering degree programs in nuclear engineering or nuclear options within other engineering fields. Presented as well are historical data for the last decade which provide such information as trends by degree level and program option, foreign national student participation, and placement of graduates. A listing of universities by type of program and number of students is also included. Among the findings reported are: (1) enrollments at all degree levels increased during the 1981-82 academic year; (2) the largest employment of graduates at all degree levels was by private industry; (3) although increases in bachelor's and master's degrees were noted, doctoral degrees awarded fell slightly (by 4 percent) to 126 in 1982; (4) minority participation remained low; (5) almost half of doctoral enrollments and graduating Ph.D.'s in 1982 were foreign nationals; and (6) the East North Central region dominated at all levels of enrollments and degrees awarded. (Detailed statistical tables, addresses of institutions with active or inactive nuclear engineering programs, and survey materials are found in appendices.) (JN)

ED 242 561 SE 044 368

Kahle, Jane Butler

The Disadvantaged Majority: Science Education for Women. AETS Outstanding Paper for 1983. Pub Date—[83]

Note—8p.

Pub Type—Reports - Descriptive (141) —

Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, College Science, Elementary School Science, Elementary

Secondary Education, *Females, Higher Education, *Performance Factors, Science Careers,

*Science Education, Secondary School Science,

*Sex Differences, Sex Role, Sex Stereotypes, *Social Influences, Spatial Ability, Student Attitudes

Identifiers—*Science Education Research

Although women comprise the majority of the population, fewer than 9 percent are employed as scientists and engineers. Research indicates that girls have poorer attitudes toward science, enroll less often in science courses, demonstrate lower achievement levels in science, and have fewer experiences with science materials or instruments.

Among the factors identified as contributing to the dearth of girls and women in science courses and careers are social factors (role models, sex role stereotyping), educational factors (enrollment patterns, parent/teacher expectations, classroom and extracurricular activities), and personal factors (spatial visualization). This paper examines each type of factor and suggests ways to eliminate negative ones. Briefly, the effect of sex/role stereotyping of physical science courses and careers as masculine deters entrance by, and retention of, adolescent girls. Furthermore, the lack of female role models has a negative effect, particularly on early adolescent girls. In addition, girls have fewer opportunities to develop spatial visualization skills, which may be an important factor in science achievement. However, the most critical difference occurs within science classrooms. Research shows that girls have fewer experiences with science instruments, materials, or techniques. This difference must be addressed by every science teacher to eliminate inequalities in science education. (Author/JN)

ED 242 562 SE 044 369

A 50-State Survey of Initiatives in Science, Mathematics and Computer Education. ECS Working Papers. Task Force on Education for Economic Growth.

Education Commission of the States, Denver, CO. Task Force on Education for Economic Growth. Spons Agency—National Science Foundation, Washington, D.C.

Report No.—SM-83-1

Pub Date—Sep 83

Grant—NSF-CPC-8301862

Note—94p.

Available from—Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 (\$7.00)

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Behavioral Objectives, *Computer Science Education, Curriculum Guides, Educational Improvement, Elementary Secondary Education, Graduation Requirements, *Mathematics Education, *Program Descriptions, *Science Education, Science Programs, *State Programs, State Surveys, *Teacher Education

Identifiers—National Science Foundation

A 50-state survey of mathematics, science, and computer education initiatives was undertaken to identify the number and diversity of responses states have made in response to the national crisis in precollege mathematics and science education.

Descriptions of these initiatives (obtained from questionnaires, telephone interviews with state personnel, written materials provided by states, state newsletters, and from articles appearing in national publications) are presented in 10 sections: (1) task forces or commissions (quality or excellence); (2) task forces or commissions (computer education); (3) graduation requirements; (4) curriculum guides and performance standards; (5) science and mathematics programs; (6) computer education programs; (7) summer institutes, magnet and residential schools; (8) recognition and awards for teachers and students; (9) regional centers; and (10) teacher training and retraining. Only those state initiatives taken between 1982 and September 1983 are included. Although hundreds of initiatives were privately or locally sponsored, these are not included either, since the emphasis is on state actions. (JN)

ED 242 563 SE 044 373

Palmer, Virginia C. Ed.

Reforestation in Arid Lands. Appropriate Technologies for Development. Manual M-5.

Peace Corps, Washington, DC. Information Collection and Exchange Div.

Pub Date—Sep 83

Note—248p.

Available from—Peace Corps, Information Collection & Exchange, Office of Training and Program Support, 806 Connecticut Ave., NW, Washington, DC 20526.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Botany, Classification, Community Involvement, Developing Nations, *Forestry, *Land Use, Long Range Planning, *Nurseries (Horticulture), Postsecondary Education, *Program Implementation, Site Selection, *Trees

Identifiers—*Africa (West), *Reforestation

This manual presents some current, state-of-the-art examples of forestry programs in West Africa. It is based on the collective experiences of

foresters and of local farmers and herders. Since many of the problems of reforestation of dry areas are the same worldwide, the text (which focuses on the broad subject of project implementation) includes methods and planning guides useful in more than a West Africa context. Following an introduction, text material is presented in sections discussing: (1) long-range planning (present land uses, community involvement, selecting sites); (2) soil and water (erodibility, shallowness, texture, compaction); (3) selecting appropriate species; (4) project planning (natural regeneration, direct seeding, cuttings, nursery planning, design considerations, seed preparation); (5) nursery management; (6) the planting site (preparation, lifting out, transporting, and planting, spacing, survival); and (7) uses and prevention of fires, windbreaks, and sand stabilization. Appendices include: a directory of 165 West Africa trees; an expanded look at 30 of these trees; maps and charts explaining climate, rainfall, soil, vegetation, and characteristics of sub-Saharan West Africa; guide to writing funding proposals for reforestation projects; and a list of information sources and bibliographic materials. The manual assumes basic familiarity with reforestation terms and methods. (JN)

ED 242 564

SE 044 374

Seefeldt, Steve, Comp.

Volunteer Notes on Reforestation. A Handbook for Volunteers. Appropriate Technologies for Development. Reprint R-45.

Peace Corps, Washington, DC. Information Collection and Exchange Div.

Pub Date—Sep 82

Note—101p; This paper is a result of the Niger Forestry Conference held in Niamey, Niger, October 25-30, 1978.

Available from—Peace Corps, Information Collection & Exchange, Office of Program Development, 806 Connecticut Ave., NW, Washington, DC 20526.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Botany, *Developing Nations, Environmental Influences, Foreign Countries, *Forestry, Natural Resources, Plant Growth, Postsecondary Education, *Program Descriptions, *Trees

Identifiers—*Reforestation

Provided in this document are descriptions of reforestation projects and techniques presented by Peace Corps volunteers from Chad, Ivory Coast, Upper Volta, and Niger. The purpose of the document is to aid individuals in trying to find solutions to the problems facing forestry in the Sahel. These projects include: (1) reforestation of Ronier palm (*Borassus aethiopum*) in the Dalo Maouri; (2) development of village nurseries in the Kongoussi region of Upper Volta; (3) the Yegelian sand dune stabilization project; (4) Acacia Albida Project in Chad (establishing strands of "Acacia Albida" trees in grain fields); and (5) the Dougou forestry project, which focuses on reforestation through protection of natural regeneration. Also included are reports from the 1977 Peace Corps Forestry Conference. These reports focus on: windbreak planting; direct seeding of "Acacia senegal"; village reforestation; afforestation in N'Guigmi; vegetation inventory of the Dinderesso Forest Classe; determination of the proper date to commence planting; planting in relation to rainfall; village woodlots at Magaria; and vegetation/habitat type-map of Park National de W du Niger. Schedule of the 1978 conference and notes from workshops of desertification are also provided. (JN)

ED 242 565

SE 044 375

Chakroff, Marilyn, Druben, Laurel, Ed.

Freshwater Fish Pond Culture and Management. Appropriate Technologies for Development. Manual M-1B.

Peace Corps, Washington, DC. Information Collection and Exchange Div.

Pub Date—Mar 81

Note—207p.

Available from—Peace Corps, Information Collection & Exchange, Office of Programming and Training Coordination, 806 Connecticut Ave., NW, Washington, DC 20526.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Agricultural Production, Animals, *Design Requirements, Developing Nations,

*Fisheries, *Ichthyology, Postsecondary Education, Technology Transfer.

Identifiers—*Aquaculture, *Fishes

This "how to" manual, designed as a working and teaching tool for extension agents as they establish and/or maintain local fish pond operations, presents information to facilitate technology transfer and to provide a clear guide for warm water fish pond construction and management. Major topic areas considered include: (1) selecting the site and type of fish farm; (2) selecting the appropriate fish; (3) constructing, preparing, managing, and harvesting the pond; (4) preserving fish; (5) problems of fish in ponds; and (6) methods of fish culture in places where ponds are not possible. A list of resources on various aspects of fish pond operation is included in an appendix. (JN)

ED 242 566

SE 044 377

Harrington, Sherwood, Comp.

Quasars: Ancient, Awesome Violence. Exploring the Universe.

Astronomical Society of the Pacific, San Francisco, CA.

Pub Date—Feb 84

Note—20p.

Available from—Astronomical Society of the Pacific, 1290 - 24th Avenue, San Francisco, CA 94122 (\$2.00 each, \$1.00 for 50 or more copies).

Pub Type—Journal Articles (080) — Reference Materials (130) — Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Astronomy, *College Science, Higher Education, Science Education, *Scientific Research, Secondary Education, *Secondary School Science, *Space Sciences

Identifiers—*Quasars

This information packet on quasars consists of an introductory paper, four articles from "Mercury," a journal of the Astronomical Society of the Pacific, and a bibliography. Methods used to measure distances in the universe and the nature of quasi-stellar objects (QSO's), the name preferred by many workers in the field, are discussed in the first article, "Cosmic Distances and QSO's" (Joe S. Tenn). Such areas as radio-quiet quasars, non-cosmological redshifts, absorption features in quasars, a quasar model, and the search for a plausible source of energy to power quasars are discussed in "Quasi-Stellar Objects" (Harding E. Smith). A brief history of quasars is also provided. The nature and probable cause of redshifts in quasars is the subject of "Quasars with Fuzz" (Bruce Balick). Phenomena associated with a particular quasar which may provide important clues to the understanding of quasars and their evolution are considered in "4C18.68: A Quasar with Precessing Jets" (Ann C. Gower and John B. Hutchings). A short bibliography of nontechnical books and articles is appended. (JN)

ED 242 567

SE 044 378

The Bibliography of Canadian Heritage Interpretation = Bibliographie de l'interprétation du patrimoine Canadien.

Pub Date—82

Note—73p; Portions may not reproduce clearly due to light type.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Annual Reports, *Environmental Education, Museums, Natural Resources, *Nature Centers, Outdoor Education, *Parks, Trails, Wildlife

Identifiers—*Canada, *Interpretation (Environmental)

This bibliography includes studies, reports, papers, and plans which deal with heritage interpretation in Canada. It was compiled to help managers, interpreters, and researchers make advances in the field of interpretation. Entries, arranged alphabetically by author, were selected according to the following criteria: (1) subject must be directly related to interpretation or extension; (2) publication must be written by a Canadian or for a Canadian agency or publication; (3) publication should be of a professional nature rather than for a casual public audience; and (4) publication should not be of a restricted circulation, confidential nature or part of the business correspondence. (JN)

ED 242 568

SO 014 866

Hanel, Robert R. Norman, Kristine

Positive Self Image-A Rational Approach. Course Goals Guide. Heights and Fremont Junior High Schools. Revised Edition.

Parkrose Public Schools, Portland, Ore.

Pub Date—76

Note—82p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Affective Objectives, Class Activities, Grade 7, Guidelines, *Humanistic Education, Junior High Schools, Learning Activities, Role Playing, *Self Concept, Self Concept Measures, Units of Study

Identifiers—PF Project

Designed to be used in a cooperative effort between the school counselor and the classroom teacher, this guide contains activities for improving students' self-concepts. The following items are included: (1) a planned course statement; (2) six activities for improving self-understanding; (3) six activities for improving rational thinking regarding self-image; (4) a program evaluation questionnaire for each of the 12 activities; (5) a list of films related to the subject; (6) a glossary; (7) a five-item bibliography; (8) a table of contents of the unit intended for students; and (9) suggested follow-up activities to reinforce the material presented. Instructions for each of the activities provide a purpose, goal, counselor objective, student objective, and separate directions for the counselor and the teacher. (JW)

ED 242 569

SO 015 079

Watson, John E., Ed.

Scanning the New Horizons: Essays on the Preparation of Educational Research Personnel in Asia and the Pacific.

National Inst. for Educational Research, Tokyo (Japan); United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

Spons Agency—Japanese National Commission for UNESCO, Tokyo.

Pub Date—Dec 82

Note—178p; For related documents, see ED 205 415, ED 228 103, and SO 015 080. The Ministry of Education, Science, and Culture of Japan also gave support. Charts contain small type.

Pub Type—Opinion Papers (120) — Collected Works - General (020)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Comparative Education, Developing Nations, Educational Needs, *Educational Research, *Educational Researchers, Educational Trends, Foreign Countries, Higher Education, Professional Development, *Professional Training, Research Problems

Identifiers—*Asia, *Pacific Region

Eighteen essays are presented by participants at a regional seminar on the training of educational research personnel. Following an introduction which discusses trends and problems in the educational leadership of Asian countries, material is divided into five sections. Section 1, advancing the professionalism of teachers, contains three articles covering educational research in Japan, alternative training methods, and new developments in university training for research. Section 2 examines the contributions of universities to educational research and includes case studies of the Philippines, Bangladesh, Pakistan, India, and Nepal. Section 3 focuses on the task of coordinating educational research efforts. Three articles discuss educational research in China, the training of researchers in behavioral sciences, and identifying national education infrastructures. The 5 articles in section 4 examine the relationship between administrative style and research training as seen in Thailand, Vietnam, Malaysia, the North Solomon Islands, and Indonesia. In the final section, two articles identify prospects for international collaboration. (LP)

ED 242 570

SO 015 080

Research and Educational Reform: Problems and Issues, and Strategies for Resolving Them. Report of a Regional Workshop (November 4-17, 1982).

National Inst. for Educational Research, Tokyo (Japan); United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

142 Document Resumes

Spons Agency—Japanese National Commission for UNESCO, Tokyo.

Pub Date—Jan 83

Note—180p.; The Ministry of Education, Science, and Culture of Japan also gave support to this workshop. For related documents, see ED 205 415, ED 228 103, and SO 015 079. Charts contain small type.

Pub Type—Reports - Descriptive (141) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Comparative Education, Developing Nations, *Educational Change, *Educational Research, Educational Researchers, Educational Trends, Elementary Secondary Education, Financial Problems, Foreign Countries, Guidelines, Higher Education, Information Dissemination, Research Needs, *Research Problems, Research Utilization, Training

Identifiers—*Asia, *Pacific Region

Educational research in Asia and the Pacific is examined from the perspective of reform in instructional content and method. Information based on speeches and discussion at a regional workshop held in Japan in 1982 is presented in four chapters. Chapter 1 explains workshop objectives, introduces participants, and presents a general overview of the agenda. Chapter 2, a presentation of patterns and directions in educational reform, is subdivided into sections on infrastructure, reform implementation, and diffusion. Issues identified include financial problems, paucity of trained research personnel, lack of coordinated research efforts, credibility of research, lack of evaluation techniques, teacher participation, and methods of dissemination. Chapter 3 outlines research strategies related to implementation and evaluation of instructional content and methods. Issues are discussed under the categories of preparation strategies, participation strategies, anticipatory strategies, and evaluation strategies. The final chapter recommends specific actions regarding research, professional training, and strengthening of the role of UNESCO. The bulk of the document consists of four appendices which contain a list of workshop participants, individual papers presented at the workshop, papers prepared by resource persons, and a visit to a secondary school by workshop participants. (LP)

ED 242 571

SO 015 272

Reese, Marianne

The Constitution. GEMS: Greenfield Express Management System. Revised Edition. Greenfield Union Elementary School District, Berkensfield, CA.

Pub Date—83

Note—47p.; Prepared by the Reading Demonstration Project at Greenfield Junior High School.

Pub Type—Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Constitutional History, *Content Area Reading, Grade 8, *Individualized Reading, Instructional Materials, Junior High Schools, Learning Activities, Pacing, Social Studies, *United States History, Units of Study

Identifiers—California Demonstration Program in Reading, PF Project, *United States Constitution Developed for eighth grade students reading on or above grade level, this self-correcting unit covers the background of the Constitution, the Preamble, the seven articles, and the amendments. Material is divided into two sections. The teacher section outlines activities, materials, evaluation options, and follow-up activities. A crossword puzzle and answer key are also included. The bulk of the material is contained in the student section which includes directions, readings, and self-check exercises which allow students to progress at their own pace through the unit. A final review section and test measure student comprehension of the unit. (LP)

ED 242 572

SO 015 284

Skok, Joseph A., Comp.

Best Practices in Pennsylvania Education: A Report from the Schools. Pennsylvania State Dept. of Education, Harrisburg. Bureau of Planning and Evaluation.

Pub Date—83

Note—447p.

Pub Type—Reports - Descriptive (141) - Guides - Non-Classroom (055) - Reference Materials (130)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—Advanced Courses, Art Education,

Citizenship Education, Community Involvement, Critical Thinking, Curriculum, *Demonstration Programs, Early Childhood Education, Educational Administration, Elementary Secondary Education, Family (Sociological Unit), Guidance, Health Education, Humanities Instruction, Mathematics Instruction, Parent Participation, Professional Development, Program Descriptions, Science Education, Self Esteem, Socialization, Staff Development

Identifiers—PF Project, *Promising Practices

Over 400 promising practices used in Pennsylvania elementary and secondary schools are catalogued. Material is divided into 23 chapters. The first 12 chapters arrange program abstracts according to objectives of the Pennsylvania Goals of Quality Education: communications, mathematics, self-esteem, analytical thinking, understanding others, citizenship, arts and humanities, science and technology, work, family living, health, and environment. Chapters 13 through 23 list programs not specifically related to state mandated goals: administration and management, programs for advanced students, programs for special needs students, curriculum, early childhood education, guidance and support services, parent and community involvement, and professional evaluation and staff development. Within each chapter, the program abstracts are arranged in one of two ways. Where grade level is a relevant criterion, program abstracts are grouped alphabetically by program title within the categories of elementary, middle school/junior high school, senior high school, and K-12. Otherwise, programs are arranged alphabetically by title. Included in each entry are names and addresses of districts, the year program began, and sources of additional information. An index concludes the catalog. (LP)

ED 242 573

SO 015 286

Dianna, Michael A.

Buy, Buy, Buy. How to Recognize Advertising Appeals.

Pub Date—83

Note—6p.

Pub Type—Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advertising, *Consumer Education, *Consumer Protection, Economics Education, Instructional Materials, Intermediate Grades, Junior High Schools, Learning Activities, Mass Media, Propaganda, Social Studies, Teaching Methods, Television Commercials

Identifiers—PF Project

A compilation of activities and instructional ideas on advertising helps intermediate or junior high school teachers incorporate simple consumer education concepts into the social studies curriculum. Material is divided into three sections. An outline defines 16 advertising techniques including eye appeal, youth appeal, snob appeal, celebrity endorsement, and expert endorsement. A list provides activities to help students realize the effects of advertising. Examples include compiling an advertising scrapbook, creating imaginary products, analyzing magazine ads, and answering a market survey. A final list contains activities for evaluating television and radio commercials. (LP)

ED 242 574

SO 015 288

Samuel, Marie R. Seiferth, Berniece B.

An Integrated Teaching Module.

Pub Date—Nov 83

Note—9p.

Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF01/PC01 Plus Postage.

Descriptors—American Indian Culture, *American Indian Studies, Ancient History, Elementary Education, Handicrafts, Integrated Activities, *Interdisciplinary Approach, Junior High Schools, Learning Activities, Learning Modules, Tribes, Units of Study

Identifiers—Anasazi (Anthropological Label), PF Project

This integrated teaching module provides elementary and junior high school teachers with a "hand-on" approach to studying the Anasazi Indian. Emphasis is on creative exploration that focuses on integrating art, music, poetry, writing, geography, dance, history, anthropology, sociology, and archaeology. Replicas of artifacts, contemporary Indian handicrafts, pictures, maps, historical accounts, geographical descriptions, and information about scientific theories of daily life of the ancient Anasazi help students visualize early life in the

pueblos. Student activities include writing imaginary letters from children of the pueblo, creating a diary of an Anasazi child, dramatizing, dancing to Indian music, constructing simple instruments and costumes, weaving Ojos de Dios (Eyes of God - age-telling devices and talismans), sand painting, and preparing an Indian recipe. (LH)

ED 242 575

SO 015 290

Helm, Ronald G.

Academic Freedom: A Classroom Exercise.

Pub Date—Jan 84

Note—4p.

Available from—National Council for the Social Studies, 3501 Newark St., N.W., Washington, DC 20016.

Journal Cit—The Social Studies Professional; n70 Jan 1984

Pub Type—Journal Articles (080) - Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Freedom, Academic Standards, Beliefs, Boards of Education, *Censorship, Controversial Issues (Course Content), Freedom of Speech, Instructional Materials, *Intellectual Freedom, Learning Activities, Politics of Education, School Community Relationship, Secondary Education, Social Studies, Student Rights, Teacher Responsibility, *Teacher Rights, Units of Study

Identifiers—PF Project

A 6-8 day secondary level social studies unit explores censorship in education through a variety of activities. Students participate in a preassessment poll measuring their opinions on academic freedom, answer a questionnaire entitled "What do you think?" concerning local school board and community powers, rank a list of possible teacher activities on a scale from acceptable to unacceptable, and watch the American Library Association film entitled "The Speaker." These activities are accompanied by discussion and analysis questions. A critical reading on student rights concludes the unit. Nine student projects suggested for evaluating the unit include a community censorship poll; a research/opinion paper; an interview with a school official, news editor, or lawyer; and a report on the American Civil Liberties Union. (LP)

ED 242 576

SO 015 292

Texter, Merry

Musicianship in the Beginning Instrumental Class.

Music Brief 1.

Music Educators National Conference, Reston, Va. Pub Date—79.

Note—22p.

Available from—Music Educators National Conference, 1902 Association Drive, Reston, VA 22091 (\$2.00).

Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Concept Teaching, Course Objectives, Discovery Learning, Elementary Secondary Education, Guidelines, *Musical Instruments, *Music Education, Teaching Methods

Identifiers—*Instrumental Music, PF Project

Arranged into eight parts, the booklet assists instrumental music teachers in facilitating musicianship in the beginning instrumental class. Part 1 presents a description and rationale for teaching comprehensive musicianship in instrumental programs. Part 2 presents a list of student objectives and teaching strategies for beginning level classes. Beginning and advanced level examples are provided in parts 3 and 4, and representative samples of rondo forms are presented in part 5. Part 6 focuses on using a discovery approach to the first few class lessons and part 6 stresses the importance of teaching for concept development. The final section presents helpful strategies for developing creativity in elementary school students. (LH)

ED 242 577

SO 015 293

Careers in Music.

Music Educators National Conference, Reston, Va. Pub Date—82

Note—6p.

Available from—Music Educators National Conference, 1902 Association Drive, Reston, VA 22070 (20 copies/\$3.00).

Pub Type—Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Applied Music, Career Choice, *Career Exploration, *Careers, Elementary Secondary Education, *Employment Opportunities, Higher Education, *Music, *Music Education, Prerequisites, Qualifications, Salaries, Teaching (Occupation)

Identifiers—PF Project

A report on music-related careers is divided into two sections. Section 1 provides summaries of occupations, including studio teaching, elementary-secondary education, postsecondary teaching, performance, composing and directing, the music industry (including the fields of instrument manufacturing, tuning, radio broadcasting, and recording), music therapy, music libraries, and church/synagogue musicians. Specific jobs within each category and general qualifications are noted. Section 2 consists of a chart which summarizes 10 career areas, subdivided into a total of 50 specialties. For each category, salary information, necessary personal qualifications, and educational requirements are listed. (LP)

ED 242 578 SO 015 298

Music in Your Schools.

Music Educators National Conference, Reston, Va. Pub Date—79

Note—17p.; Photographs may not reproduce well. Available from—Music Educators National Conference, 1902 Association Drive, Reston, VA 22070 (20 copies/\$3.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, *Behavioral Objectives, Elementary Secondary Education, *Music Education, Preadolescents, Preschool Children, Preschool Education

Identifiers—PF Project

The role and objectives of music education in the elementary-secondary curriculum are outlined. Separate sections discuss the behavioral outcomes of music education and methods for integrating music instruction into the educational programs for 3 to 4 year olds, 5 to 8 year olds, 9 to 11 year olds, 12 to 14 year olds, and 15 to 17 year olds. The pamphlet contains numerous photographs. (LP)

ED 242 579 SO 015 299

Parquat. Specialized Information Service.

Do It Now Foundation, Phoenix, Ariz.

Pub Date—81

Note—21p.; For related documents, see SO 015 299-306 and SO 015 453-456.

Available from—Do It Now Foundation, Box 5115, Phoenix, AZ 85010 (\$2.50 each, complete set of 9/\$20.95).

Pub Type—Collected Works - General (020) — Journal Articles (080)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Drug Abuse, *Drug Education, *Drug Legislation, Drug Use, Ecological Factors, *Herbicides, Higher Education, *Illegal Drug Use, *Marihuana, Secondary Education, Social Problems

Identifiers—*Health Hazards, *Parquat, PF Project

A collection of articles about the controversial use of parquat (a toxic herbicide) in marijuana eradication programs is presented. Using a question-and-answer format, article 1 presents interviews with experts on all sides of the controversy, focusing on the legal, social, physiological, and ecological implications of the parquat debate. Article 2 reports on intentions by the United States Drug Enforcement Administration to use the toxic herbicide against marijuana crops in the U.S. The third article discusses the possibility of using niacin to reduce the toxic effects of parquat. Article 4 presents a final report by the National Institute on Drug Abuse concerning parquat hazards. The report gives background information, a comparison of marijuana and tobacco, and the results of their study on the contamination of marijuana with parquat. The final article discusses potential lung damage associated with the use of parquat-contaminated marijuana. (LH)

ED 242 580 SO 015 300

Cocaine. Specialized Information Service.

Do It Now Foundation, Phoenix, Ariz.

Pub Date—82

Note—22p.; For related documents, see SO 015 299-306 and SO 015 453-456.

Available from—Do It Now Foundation, Box 5115,

Phoenix, AZ 85010 (\$2.50 each, complete set of 9/\$20.00).

Pub Type—Collected Works - General (020) — Journal Articles (080)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Drug Abuse, Drug Education, *Drug Use, Health Education, Higher Education, Illegal Drug Use, Secondary Education, Social Problems

Identifiers—*Cocaine, PF Project

This compilation of journal articles on cocaine includes a report describing cocaine as the recreational drug of the middle class, statistics from the United States Department of Health on health consequences of cocaine use, an article on "speedballing" (use of cocaine and heroin in combination), and a discussion of the various ways cocaine is adulterated for sale. A selected bibliography concludes the compilation. (LP)

ED 242 581 SO 015 301

T's and Blues. Specialized Information Service.

Do It Now Foundation, Phoenix, Ariz.

Pub Date—81

Note—12p.; For related documents, see SO 015 299-306 and SO 015 453-456.

Available from—Do It Now Foundation, Box 5115, Phoenix, AZ 85010 (\$2.50 each, complete set of 9/\$20.95).

Pub Type—Collected Works - General (020) — Journal Articles (080)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Drug Abuse, *Drug Education, Drug Use, Health Education, Higher Education, Secondary Education, Social Problems

Identifiers—Health, PF Project, Pyribenzamine, Talwin

This compilation of journal articles provides basic information on abuse of Talwin, a mild prescription painkiller (T's), and Pyribenzamine, a nonprescription antihistamine (Blues). These two drugs, taken in combination, produce an effect similar to that produced by heroin. Stories from "Drug Survival News," "Emergency Medicine," and "FDA Consumer" focus on the uses of the drugs, side effects, health hazards, and proposed control methods. A selected bibliography concludes the compilation. (LP)

ED 242 582 SO 015 302

Methaqualone (Quaalude, Mequin). Specialized

Information Service.

Do It Now Foundation, Phoenix, Ariz.

Pub Date—83

Note—19p.; For related documents, see SO 015 299-306, and SO 015 453-456.

Available from—Do It Now Foundation, Box 5115, Phoenix, AZ 85010 (\$2.50 each, complete set of 9/\$20.00).

Pub Type—Collected Works - General (020) — Journal Articles (080)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Chemical Analysis, *Drug Abuse, Drug Addiction, Drug Education, *Drug Legislation, Drug Use, Higher Education, *Illegal Drug Use, Psychophysiology, Secondary Education, *Sedatives, Social Problems

Identifiers—*Methaqualone, PF Project

A collection of articles about methaqualone (also known as quaalude or mequin) is presented. Article 1 discusses the increasing popularity of the depressant, methaqualone-produced psychophysiological effects, substitute drugs (valium, phenobarbital, benadryl, and mandrax), overdose and addiction, and decreasing pharmaceutical production. Article 2 reports on China's attempts to tighten export controls over Chinese-manufactured methaqualone. Article 3 reports on a Drug Enforcement Administration alert on counterfeit methaqualone containing high levels of toxic chemicals. Article 4 briefly mentions the increasing production of quaalude and cocaine lookalikes, and article 5 deals with recent physical and chemical changes in the drug. In article 6, changing patterns of methaqualone abuse are detailed, and the final article reports on Florida's ban on the drug. The document concludes with an annotated bibliography of 24 books and articles published between 1971 and 1983. (LH)

ED 242 583 SO 015 303

Inhalants. Specialized Information Service.

Do It Now Foundation, Phoenix, Ariz.

Pub Date—83

Note—20p.; For related documents, see SO 015 299-306, and SO 015 453-456.

Available from—Do It Now Foundation, Box 5115, Phoenix, AZ 85010 (\$2.50 each, complete set of 9/\$20.95).

Pub Type—Collected Works - General (020) — Journal Articles (080)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Drug Abuse, Drug Addiction, *Drug Education, *Drug Legislation, Drug Rehabilitation, Drug Use, Higher Education, *Illegal Drug Use, Psychophysiology, Secondary Education, Social Problems

Identifiers—*Hallucinogens, Health Hazards, *Inhalants, PF Project, Solvents

The document presents a collection of articles about inhalant abuse. Article 1 presents findings on the psychophysiological effects related to the use of amyl or butyl nitrate as a "recreational drug." Article 2 suggests a strong association between chronic sniffing of the solvent toluene and irreversible brain damage. Article 3 warns about the possible effects of inhaling typewriter correction fluid. Article 4 further discusses the abuse of butyl nitrate and nitrous oxide (laughing gas) and mentions possible psychophysiological effects, number and age of users, frequency of use, variations in nitrous oxide formats, long-term effects, and government attempts to control inhalant abuse. Article 5 looks at research done on inhalant abuse, occurrences of volatile substances in common products, user motivation, administration and experience, pharmacology and toxicology, tolerance and dependence, and recommendations regarding the helping of abusers. The document concludes with an annotated bibliography of 30 books and articles about general inhalant abuse, and the abuse of nitrous oxide, amyl and butyl nitrate, and solvents. (LH)

ED 242 584 SO 015 304

Marijuana. Specialized Information Service.

Do It Now Foundation, Phoenix, Ariz.

Pub Date—81

Note—18p.; For related documents, see SO 015 299-306, and SO 015 453-456.

Available from—Do It Now Foundation, Box 5115, Phoenix, AZ 85010 (\$2.50 each, complete set of 9/\$20.95).

Pub Type—Collected Works - General (020) — Journal Articles (080)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Drug Abuse, *Drug Education, Drug Legislation, Higher Education, *Illegal Drug Use, *Marihuana, Risk, Secondary Education, Social Problems, Special Health Problems

Identifiers—*Health Hazards, PF Project

The document presents a collection of articles about marijuana. Article 1 reports on the results of a study by the National Academy of Sciences on the health effects of marijuana. A summary report of adverse health and behavioral consequences of cannabis (marijuana) use is provided in article 2. Article 3 presents the Surgeon General's warnings on marijuana and article 4 also focuses on the risks associated with marijuana use. Article 5 discusses federal policy regulating marijuana use. The final articles report on a possible link between marijuana contaminants and certain health problems. The document concludes with an annotated bibliography of over 40 related books and articles. (LH)

ED 242 585 SO 015 305

"Lookalike" Drugs. Specialized Information Service.

Do It Now Foundation, Phoenix, Ariz.

Pub Date—81

Note—14p.; For related documents, see SO 015 299-306, and SO 015 453-456.

Available from—Do It Now Foundation, Box 5115, Phoenix, AZ 85010 (\$2.50 each, complete set of 9/\$20.95).

Pub Type—Collected Works - General (020) — Journal Articles (080)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Chemical Analysis, *Drug Abuse, Drug Addiction, *Drug Education, Drug Legislation, Drug Use, Higher Education, Illegal Drug Use, Psychophysiology, Secondary Education, Social Problems, Stimulants

Identifiers—Amphetamines, *Nonprescription Drugs, PF Project

The document presents a collection of articles about "lookalike drugs." Article 1 presents readers

with a look at "peashooters" (lookalike drugs which are usually replicas of pharmaceutical amphetamines, but increasingly used to describe simulations of cocaine and prescription downers). Lookalikes, although usually legal, are seen as a danger for those used to large doses of the legal version, who later consume the same dosage of the illegal drug. Also, these lookalike products are often substituted for illegal drugs in street transactions. Article 2 describes deaths linked to lookalike drugs. In article 3, a chart presenting lookalike analysis information gives the description, markings, and related drug content for 15 lookalike drugs. Articles 4 and 5 describe federal initiatives to control or ban the manufacture and distribution of lookalike drugs, and articles 7, 8, and 9 suggest additional approaches to the problem. The document concludes with an advertisement for lookalikes, a street drug analysis data chart, and an annotated bibliography of 12 books and articles published between 1979 and 1981. (LH)

ED 242 586 SO 015 306

LSD, Specialized Information Service.
Do It Now Foundation, Phoenix, Ariz.

Pub Date—82
Note—17p.; For related documents, see SO 015 299-305, and SO 015 453-456.

Available from—Do It Now Foundation, Box 5115, Phoenix, AZ 85010 (\$2.50 each, complete set of \$920.95).

Pub Type—Collected Works - General (020) — Journal Articles (080)

EDRS Price - MF01/PC02 Plus Postage. PC Not Available from EDRS.

Descriptors—Chemical Analysis, Drug Abuse, Drug Addiction, *Drug Education, Drug Legislation, Drug Use, Higher Education, *Illegal Drug Use, *Lysergic Acid Diethylamide, Secondary Education, Social Problems

Identifiers—PF Project

The document presents a collection of articles about LSD. The first article discusses the increasingly popular use of blotter acid (tiny squares of absorbent paper soaked in liquid LSD). Article 2 furthers this look at the newer LSD formats and describes rumors of lick-'n-stick tablets and color-transfer tattoos as examples of techniques aimed at producing more attractive and more marketable products. Article 3 briefly compares yesterday's LSD with today's in terms of stability of dosage. Article 4 looks at researchers' attempts to learn more about calcium blocks to neutralize the effects of hallucinogens. The final article presents an overview of LSD and gives its history, chemistry and effects, therapeutic applications, overdose and adverse effects, and legal status. The document concludes with a 29-item annotated bibliography of books and articles written between 1964 and 1982. (LH)

ED 242 587 SO 015 316

Alexander, E. Curtis
Education in Grenada—Marxism or Pan-Africanism? [and] Churches in Grenada: Doing Theology in the Struggles of the People. [and] Grenada's New Airport: A Treat or a Threat?

ECA Associates, Chesapeake, VA.

Pub Date—Sep 83

Note—25p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Airports, Church Role, *Communism, Comparative Education, Curriculum Evaluation, Elementary Secondary Education, Foreign Countries, Higher Education, Literacy Education, *Marxism, *National Security, Religion, *State Church Separation

Identifiers—*Grenada, Liberation, United States

Reported are the author's personal accounts of a tour of Grenada to determine the extent to which Marxist-Leninist thought was being taught in schools, the relationship between the clergy and the government of Grenada, and whether the new international airport posed a threat to U.S. national security. In the new educational system, a Centre for Popular Education (CPE) is implementing an adult education literacy program. Curricula developed for use in the CPE program are devoid of Marxian and Pan-Africanism dogmatic thought. In his search for a liberation theological movement, the author's travels took him to churches, the National Library, lay persons, priests, and to Pope Paul's Ecumenical Centre. The present state of church-state relations is one of mutual respect and tolerance. The development of a liberation theological movement is only in

its embryonic stages. A tour of the new airport showed that the airport is not a threat to anybody's security. (RM)

ED 242 588 SO 015 439

Walstad, William B.

Simultaneity in Economics Learning Models.

Pub Date—Sep 83

Note—32p.; Paper presented at the Joint Council on Economic Education-National Association of Economics Education Annual Meeting (San Antonio, TX, October 6, 1983).

Pub Type—Information Analyses (070) —

Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Economics Education, *Educational Research, Elementary Secondary Education, Higher Education, Learning Processes, *Least Squares Statistics, Models, Student Attitudes

Identifiers—*Simultaneous Equations

An explanation of the statistical problems encountered in economics education research with using ordinary least squares (OLS) rather than two-stage least squares (TSLS) in the context of simultaneous structural equations is provided. When endogenous variables are simultaneously related in a system of equations, alternative statistical estimation procedures, such as TSLS versus the traditional use of OLS, are required. A demonstration of the OLS and TSLS estimation procedures is offered, using as an example the possible simultaneous relationship between economics achievement and attitudes towards economics which has been extensively discussed in the economic education literature. Also reviewed are alternative models to a simultaneous specification suggesting that the achievement-attitude relationship is one requiring joint product rather than simultaneous modeling and estimation procedures. (RM)

ED 242 589 SO 015 440

Walstad, William B.

Measurement in Economic Education Research.

Pub Date—Sep 83

Note—36p.; Paper presented at the Joint Council on Economic Education-National Association of Economics Education Annual Meeting (San Antonio, TX, October 6, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Affective Measures, *Cognitive Tests, *Economics Education, Educational Research, Elementary Secondary Education, Evaluation Needs, Higher Education, Item Analysis, Norm Referenced Tests, Research Needs, Standardized Tests, Teacher Developed Materials, *Test Norms, *Test Reliability, *Test Validity

Identifiers—Basic Economics Test, Test of Economic Literacy, Test of Understanding in College Economics

The basic measurement topics of reliability, validity, and norms as they apply to the major norm-referenced cognitive and affective instruments in economics education are discussed to provide researchers with a framework for judging technical quality. Because the topic of measurement is neglected or given improper treatment in much research work and because few national data sets containing reliable and valid data are available to researchers, attention to the technical properties of instruments used to collect data is essential for a sound empirical study in economics education. The paper begins with a study of cognitive tests. Identified are what to look for in the reliability and validity information accompanying a standardized economics achievement test. Specific tests are discussed. The alternative to standardized tests, teacher-developed tests, is considered. Norms are also examined. Next, the author deals with affective instruments. Many researchers fail to report information on the reliability or validity of affective measures, now widely used in economics education. This measurement problem is examined in depth, and general guidance is given on ways to evaluate new measures. (RM)

ED 242 590 SO 015 444

Hooghoff, Hans

Curriculum Development for Social and Political

Education in the Netherlands.

Pub Date—Feb 84

Note—31p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Education, Course Content, Course Organization, *Curriculum Development, Educational History, Educational Objectives, Educational Philosophy, Educational Principles, Elementary Secondary Education, Foreign Countries, Program Development, Program Implementation, Relevance (Education), Social Problems, *Social Studies, Student Evaluation, Teaching Methods, Thematic Approach

Identifiers—National Inst Curriculum Development (Netherlands), *Netherlands, *Political Education

The aims, content, and organization of social and political education, which became a compulsory subject in the Netherlands in 1968, are examined. Part 1 discusses the methods and models used by the National Institute of Curriculum Development since it was established in 1975. One of its projects is to develop a common core curriculum for social and political education. The objectives and content of the new subject area, the focus of part 2, are based on the idea that man's thinking and acting are greatly influenced by society, but that he can still, for the most part, act autonomously and have impact on the circumstances of his life. The development of attitudes is emphasized. An existence-oriented approach stressing relevance and practicality is used. The six theme-areas emphasized are: education; house, home, and environment; work and leisure; technology and society; state and society; and international relations. Part 3 focuses on course organization, discussing how social and political education fits into the overall school curriculum and examining the central questions and didactic principles on which the curriculum is based, its process- and product-aims, and course evaluation. (RM)

ED 242 591 SO 015 445

Documentary Report of the Ann Arbor Symposium

on the Applications of Psychology to the Teaching and Learning of Music: Session III. Motivation and Creativity. Ann Arbor Symposium (3rd,

Ann Arbor, Michigan).

Music Educators National Conference, Reston, Va.

Pub Date—[83]

Note—63p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Science Research, Classroom Environment, Creative Expression, *Creativity, Creativity Research, Educational Psychology, Educational Research, Elementary Secondary Education, *Learning Motivation, Motivation Techniques, *Music Activities, *Music Education, Psychological Characteristics, *Student Motivation

Eight papers from a 1983 symposium of music educators and psychologists summarize current knowledge and theory in motivation and creativity and apply this research to the teaching and learning of music at all levels. Emphasis is on practical implications for music teachers in day to day instruction. Topics addressed in the papers are: task involvement in music (John Nicholls), developing continuing interest in music (Martin Maehr), developing creativity through music education (Stanley Gryskiewicz), the step-path theory (Joel Raynor), creativity and talent (Michael Wallach), children's motivation to study music (Jacquelyne Eccles), aesthetic properties of musical compositions (Dean Keith Simonton), reasons students opt to drop musical instruction (Martin Covington), and creativity and problem-solving (Donald Treffinger). A summary section reviews symposium findings and major themes. A list of symposium participants concludes the proceedings. (LP)

ED 242 592 SO 015 450

Thomson, Robert D.

Mining Mineral Aggregates in Urban Areas.

Pub Date—Jun 82

Note—57p.; Table 11 contains small type and will not reproduce legibly.

Pub Type—Reports - Research (143) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Community Planning, Community Zoning, Environmental Standards, Futures (of Society), *Geographic Location, *Geography Instruction, Higher Education, Land Use, *Mining, Research Methodology, Social Problems, Social Science Research, *Urban Areas, Urban Environment, Urban Problems

Identifiers—Florida, Gravel, *Locational Analysis,

Massachusetts, *Minerals, Pennsylvania, Sand, Stone

This study can be used in a geographic research methods course to show how nearest-neighbor analysis and regression analysis can be used to study various aspects of land use. An analysis of the sand, gravel, and crushed stone industry in three urban areas of Pennsylvania, Massachusetts, and Florida illustrates the locational problems faced by mining operations. Demand for sand, gravel, and crushed stone is about seven times the combined demand for the rest of the nonfuel nonmetals minerals. Most mines producing sand, gravel, and stone are located in or near urban areas. There has been increased concern over the size of the operations, prices, the environmental impact of mining, the allocation of land for mineral extraction, social conflicts, and regulations and constraints affecting land use by the mineral aggregate industry. The creation of mineral resource zones by local governing bodies may be a means for reducing future conflicts and may provide the greatest potential for preserving sites for extraction of mineral aggregates. (RM)

ED 242 593 SO 015 453

Heroin. Specialized Information Service.

Do It Now Foundation, Phoenix, Ariz.

Pub Date—83

Note—19p.; For related documents, see SO 015 299-306, and SO 015 454-456.

Available from—Do It Now Foundation, Box 5115, Phoenix, AZ 85010 (\$2.50 each, complete set of 9/\$20.95).

Pub Type—Collected Works - General (020) — Journal Articles (080)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Chemical Analysis, *Drug Abuse, Drug Addiction, *Drug Education, Drug Rehabilitation, Higher Education, *Illegal Drug Use, Narcotics, Secondary Education, Social Problems
Identifiers—*Heroin, *Heroin Addicts, Methadone, PF Project

The document presents a collection of articles about heroin. Article 1 provides general information on heroin identification, drug dependence, effects of abuse, cost, source of supply, and penalties for illegal heroin use. Article 2 gives statistical information on heroin-related deaths in the District of Columbia between 1971 and 1982. Article 3 discusses the controversial methadone treatment for heroin addiction. In article 4, heroin is endorsed as a treatment for cancer pain. Article 5 reports on the dangers of using China White (a synthetic drug that is 80 times more powerful than heroin), and article 6 reports on the use of drugs in combination (speedballing). The final article focuses on drug adulteration as a principal cause of physical injury and deaths associated with heroin use. The document concludes with an annotated bibliography of over 20 related books and articles. (LH)

ED 242 594 SO 015 454

Wittenberg, Erica

Drug Abuse: A Handbook for Parents.

Do It Now Foundation, Phoenix, Ariz.

Report No.—DIN-204; ISBN-0-89230-137-6

Pub Date—Mar 83

Note—42p.; For related documents, see SO 015 299-305, and SO 015 453-456.

Available from—Do It Now Foundation, Box 5115, Phoenix, AZ 85010 (\$1.00 each, quantity discounts available).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Alcohol Education, *Drug Education, *Drug Use, Health Education, Lysergic Acid Diethylamide, Marihuana, Narcotics, Parent Child Relationship, *Parent Education, Parent Materials, Parent Role, Sedatives, Social Influences, Social Problems, Stimulants, Youth Problems

Identifiers—PF Project

Designed for parents of adolescents, this handbook provides drug information and suggestions for parental action regarding children's drug use. The first of seven chapters places adolescent drug use in its social context. Chapter 2 describes home prevention strategies. Chapter 3 focuses on the reasons children take drugs. Chapter 4 describes alternatives to drug-taking that parents can offer their children. Chapter 5 describes parental recourse if a child is already taking drugs. Basic information on marijuana, alcohol, heroin, and other drugs is provided in chapter 6. A list of selected readings con-

cludes the handbook. (LP)

ED 242 595 SO 015 455

Parker, Jim

Drugs and Alcohol: A Handbook for Young People.

Do It Now Foundation, Phoenix, Ariz.

Report No.—DIN-212; ISBN-0-89230-093-0

Pub Date—Jan 84

Note—30p.

Available from—Do It Now Foundation, Box 5115, Phoenix, AZ 85010 (\$1.75 each, quantity discounts available).

Pub Type—Guides - Classroom - Learner (051) —

Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, *Alcohol Education, Decision Making Skills, *Drug Education, *Drug Use, Habit Formation, Illegal Drug Use, Instructional Materials, Intermediate Grades, Junior High Schools, Marihuana, Narcotics, Peer Influence, Sedatives, *Social Problems, Stimulants
Identifiers—Cocaine, Hallucinogens, PF Project

This booklet, suitable for intermediate grade and junior high school students, concerns drug education and development of decision-making skills regarding drug use. Following an introduction, material is divided into four parts. Part 1, a glossary, defines such basic vocabulary as addiction, overdose, withdrawal, and dependence, and differentiates between narcotics, depressants, stimulants, hallucinogens, and inhalants. Part 2 discusses various drugs, including alcohol, marijuana, speed, cocaine, hallucinogens, and narcotics. The derivations of these drugs and their physical and mental effects are discussed. Parts 3 and 4 focus on why people take drugs and factors the individual should consider when faced with the opportunity to take drugs. (LP)

ED 242 596 SO 015 456

Dye, Christina

Drugs, Alcohol & Pregnancy.

Do It Now Foundation, Phoenix, Ariz.

Report No.—DIN-211; ISBN-0-89230-095-7

Pub Date—81

Note—21p.; For related documents, see SO 015 299-306, and SO 015 453-455.

Available from—Do It Now Foundation, Box 5115, Phoenix, AZ 85010 (\$1.00 each, quantity discounts available).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Alcohol Education, *Congenital Impairments, *Drug Education, *Drug Use, Health Education, Marihuana, Narcotics, *Pregnancy, *Prenatal Influences, Sedatives, Social Problems, Stimulants

Identifiers—PF Project

Expectant parents are introduced to the effects of a variety of drugs on the unborn baby. Material is divided into seven sections. Section 1 deals with the most frequently used recreational drugs, including alcohol, marijuana, narcotics, depressants, stimulants, inhalants, and hallucinogens. Sections 2 and 3 focus on the effects of prescription and nonprescription drugs, while chapter 4 discusses the potential hazards of cigarette smoking and caffeine intake. Non-drug medications such as vitamins and food additives are treated in section 5. Sections 6 and 7 describe the relationship between drug taking and lactation and emphasize the importance of medical supervision during pregnancy. A selected bibliography concludes the booklet. (LP)

ED 242 597 SO 015 461

Curriculum Improvement Ongoing at West Windsor-Plainsboro High School.

Northwest Regional Educational Lab., Portland, OR. Goal Based Education Program.

Pub Date—Nov 83

Note—6p.

Journal Cit—Profiles, Programs and Products; n36 Nov 1983

Pub Type—Reports - Descriptive (141) — Journal Articles (080) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Awareness, Community Involvement, *Curriculum Development, *Curriculum Evaluation, Graduation Requirements, Guidance Programs, High Schools, *Nontraditional Education, School Community Relationship

Identifiers—PF Project

West Windsor-Plainsboro High School (New Jer-

sey) offers a tightly structured, diversified curriculum in a nontraditional open setting. The school curriculum focuses on teaching basic skills in reading, writing, science, math, and social studies; using a variety of instructional techniques; maintaining high faculty/administration commitment to curriculum improvement; and offering an extensive guidance program. Firm support from a young, professional community strengthens the program. The school's current objectives for curriculum improvement are to strengthen reading and writing skills and to establish schoolwide computer literacy by 1985. Action plans have been established for each objective. As part of ongoing curriculum improvement efforts, administrative teams identify areas of concern, then work with the principals and subject area teachers to accomplish established goals. A six-member guidance team assists students in meeting school graduation requirements. The guidance department features a strong career planning program. Varied teaching strategies in academic subjects include team taught courses, laboratory approach, and a variety of skill level courses from remedial to gifted. (LP)

ED 242 598 SO 015 463

Group Discussion Topics. Revised Edition.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—144p.; Poems on pages 12, 14, 16, and 46 have been removed due to copyright restrictions.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Communication (Thought Transfer), Communication Skills, Decision Making, *Discussion (Teaching Technique), Elementary Secondary Education, Group Activities, *Group Discussion, Guidelines, *Interpersonal Communication, Learning Activities, Problem Solving, *Questioning Techniques, Resource Materials, Teacher Developed Materials

Identifiers—PF Project, *Questions, *Topics

A collection of group discussion topics, developed and field-tested by a group of Iowa teachers, is presented in this guide. Twenty-eight topics for K-6 students, 24 topics for K-12 students, and 7 topics for students in grades 7-12 are included. Warm-up activities are given for introducing some of the topics, and lists of questions to provoke discussion are given for all of the topics. The questions for each topic are arranged in three categories (define, personalize, and challenge) and allow the discussion to move from the simple answer to a higher order of questioning and response. In addition to the above-mentioned topics, 39 topics for elementary students and 19 topics for secondary students are presented as a list of open-ended class meeting ideas. A worksheet is provided for teachers to aid in developing their own topics and questions. The last section of this document contains additional topics and activities suitable for the secondary grades. A sequence of activities and discussions helps the group progress from nonthreatening topics to higher-risk topics. The sequence begins with trying a new food and proceeds to trying new behavioral patterns. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (EM)

ED 242 599 SO 015 466

Reitano, Joanne

American Government and Civic Education.

Pub Date—Sep 83

Note—8p.; Paper presented before the American Political Science Association (Chicago, IL, August 31 - September 4, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Citizenship Education, Community Colleges, Experiential Learning, *Liberal Arts, *Political Science, Textbook Selection, Two Year Colleges, *United States Government (Course)

Identifiers—PF Project

Political science departments in community colleges have the opportunity to demonstrate the validity of liberal arts courses by helping students become aware of both the forces shaping their lives and their options in public and private decision-making. The first problem the political science instructor faces is materials selection. Although an overview text seems the simplest and most comprehensive tool to use in an introductory American government course, it is probably the most disastrous choice from the student's point of view. Issue-oriented readers, which generally have higher

interest value than textbooks, offer the best opportunity to involve students in the introductory course. Experiential learning is also fundamental to an effective and meaningful political science course. Projects can range from having students write letters to their congressmen, to designing and conducting public opinion polls. One effective project is a non-partisan voter information campaign for fall term. Courses which carefully and thoughtfully choose materials and active learning experiences assert the virtues and demonstrate the importance of liberal arts education. (LP)

ED 242 600 SO 015 468

Hanel, Robert R.
A Positive Self Image. It's Your Choice. A Classroom Program for the Development of Self Esteem.

Pub Date—82

Note—152p.

Available from—Robert R. Hanel, 3145 S.E. Franklin, Portland, OR 97202 (\$12.00; quantity discounts available).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Class Activities, Curriculum Guides, Human Dignity, Learning Activities, Models, Personal Autonomy, *Personality Development, Personality Traits, Postsecondary Education, Rational Emotive Therapy, Secondary Education, Self Concept, *Self Esteem, Self Evaluation (Individuals), Units of Study

Identifiers—Ellis (Albert), PF Project

Arranged into two parts, the book provides a model for helping students develop a positive self-esteem. Part 1 presents five lessons aimed at improving self-image. Lesson 1 focuses on the relationship between one's self-worth and one's behavior. Lesson 2 deals with appearance and the notion that body characteristics may change one's value as a human being. Lesson 3 focuses on the visible, public self as opposed to the invisible, more private self. In lesson 4, a "monster" characterization illustrates obstacles hindering self-acceptance. The final lesson in part 1 summarizes the effects of relying on one's behavior and appearance for a sense of self-worth. Part 2 is adapted from Albert Ellis's Rational Emotive Therapy (R.E.T.) counseling model and follows a format similar to that in part 1. Lessons are presented on taking responsibility for one's own feelings, underlying beliefs that lead to debilitating emotions and behaviors, challenging negative attitudes, discovering sources of personal distress, and gaining insight into one's vision of reality. Each lesson includes an extensive explanation, suggested activities, and a model for presentation. The document concludes with a script for a play. (LH)

ED 242 601 SO 015 471

Hoagland, Carol And Others

Project C.L.A.S.S.: Classroom Learning to Attain Social Skills. Teacher Handbook [and] Parent Guide [and] Facilitator Handbook.

Orcutt Union School District, Calif.
Spons Agency—California State Dept. of Education, Sacramento.

Pub Date—81

Note—587p.; An E.S.E.A. Title IV-C Project.

Available from—Orcutt Union School District, P.O. Box 2310, Orcutt, CA 95455 (Teacher handbook, \$15.00; Parent Guide, \$6.50; Facilitator Guide, \$5.50).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—*Communication Skills, Cooperation, Friendship, Group Activities, Individual Development, Inservice Education, *Interpersonal Competence, Interpersonal Relationship, Learning Activities, Parent School Relationship, Primary Education, Program Guides, Social Behavior, *Social Development

Identifiers—PF Project

Designed for students in grades K-3, the program focuses on nurturing individual student growth through sequential class activities that stimulate a positive social climate within the classroom. Based on group process and child development research, the teacher's handbook focuses on skills in the areas of friendship, communication, and cooperation. Basic to the project are regularly scheduled, weekly activities which emphasize positive student behaviors and interactions. Graded lesson plans state the

goals for the activity, materials to be used in conducting the lesson, and step-by-step directions. An accompanying parent guide includes masters for monthly parent newsletters (which sequentially correspond to the activities), and a guide for a four-week parent education course. In addition, a facilitator's guide provides an outline for a one-day preservice workshop and a one-day mid-year inservice workshop. Appendices include games and simulations, teacher logs, supplemental materials, and a bibliography. (LH)

ED 242 602 SO 015 472

Myers, Donna

FACES (Friday Afternoon Choices for Enrichment for Our Students).

Ramona Unified School District, Calif.

Pub Date—84

Note—3p.

Pub Type—Reports - Descriptive (141) — Guides

- Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Art Activities, Creative Activities, Elective Courses, Elementary Education, *Enrichment Activities, Hobbies, *Minicourses, Music Activities, School Community Relationship, *Student Interests, Student Participation

Identifiers—PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: It has been the goal of the staff and parents at Ramona Elementary School to provide more enriching opportunities for our students. We want to stimulate learning and expand our horizons in every area of the curriculum. Parents, community members, and the school staff work together to provide these options for our students on a weekly basis. A heavy concentration of our students rely on the school bus for transportation. Before school and after school options are not possible. Therefore, FACES (Friday Afternoon Choices for Enrichment for Our Students) is presented each Friday from 1:45 - 2:45 PM on campus so that every student can participate. Students may sign up for an elective from a variety of ever-changing and interesting options. The mini-courses last four weeks and the students may select many areas of interest to them. Some of the course offerings have been: cooking, sewing, puppet making, tumbling, chorus, jogging, drawing, aviation, horsemanship, spanish, knitting/crocheting, tennis, drama, painting, ceramics, animal care, careers (community leaders), backpacking, science experiments, wood-working, folk dancing, sign language, storytelling, understanding other cultures, strategy games, instrumental music, rhythms and dance, aerobics, creative crafts, design, creative writing, prose and poetry. Our students look forward to the FACES program each week. It rounds out the week on a positive note and encourages active exploration into other areas of learning. It brings a host of parents and community members to school as course leaders or guest speakers. Additionally, it shows the staff in a different light—sharing a hobby, showing students how to dance or joining in a competitive game or event. FACES has given us a common unity and has created a blanket of warmth and encouragement for students and teachers. It is time for enjoying one another and growing in new talents and achievements. [This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community.] (Author)

ED 242 603 SO 015 473

Smith, Dolores A.

Elementary Instrumental Music Program.

Rowland School District, Rowland Heights, Calif.

Pub Date—82

Note—2p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bands (Music), Elementary Education, *Mobile Classrooms, Mobile Educational Services, Musical Instruments, *Music Education, Relocatable Facilities

Identifiers—*Instrumental Music, PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: Our former Elementary Instrumental Music Program for 4th-6th graders was costly and ineffective. Students were bused to a high school in the middle of the instructional day—costs (time and transportation) were not compensatory with the program, which was experiencing a significant drop-out rate. Instruction at the school sites

was impractical due to the school design (interfered with other instruction). When after school instruction also appeared to be unsuccessful, a committee was formed to study the problem. The committee believed instrumental music instruction should be an integral part of the elementary curriculum, and a solution to the lack of space and noise interference could be accommodated by a traveling classroom which could visit each site, be used for instruction without disturbing other classrooms, and store instruments. A surplus school bus was converted into a traveling music studio for approximately \$5,000. Renovations included seat removal, addition of carpeting, curtains, mirrors, an electric keyboard, music stands, and chairs. Initially one bus traveled to 14 elementary schools, giving two lessons a week to students. A second bus and teacher were added and, currently, 500+ students are receiving instrumental instruction on the two buses ("Tune Trolley" and "Note Boat"). Students also receive additional instruction in a large group one evening each week. The number of students participating in the program has greatly increased, while the dropout rate has significantly decreased. The quality of the intermediate band programs has shown a marked improvement and the prognosis is for even greater improvement at the secondary school level. The coordinating band director and teachers continue to be enthusiastic and supportive of the program. The buses are recognized as they travel over a 25 square mile attendance area and serve as a positive evidence that Rowland finds innovative and creative ways to serve its students. [This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community.] (Author)

ED 242 604 SO 015 475

Morrow, Joyce

Student Government.

Redding Elementary School District, CA.

Pub Date—24 Jan 84

Note—31p.; Prepared at Sequoia Junior High School.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Extracurricular Activities, Junior High Schools, *Program Administration, Program Descriptions, Student Experience, *Student Government, Student Responsibility, Student Role, Student School Relationship

Identifiers—PF Project

Materials for running a student government program at the junior high school level are provided in three general sections. Section 1 is a description of student government operations. Topics covered include student government responsibilities and activities, student council meeting procedures, parliamentary rules, responsibilities of the president, and procedures for student council nominations and elections. Section 2 includes copies of a variety of standardized student council forms such as the forms for recording student council minutes, representative class notes, the treasurer's report, committee reports, and forms for planning, budgeting, and implementing a school-wide dance. The final section describes a school improvement project, "Reward Friday," conducted by the student government. This document was selected by the Association of California School Administrators Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (LP)

ED 242 605 SO 015 477

Schwartzbach, C. Dickson Philbin, Jan

How to Motivate Staff and Students to Save

Energy: A Guide to Methods and Techniques

That Work.

California Energy Extension Service, Sacramento.
Spons Agency—Department of Energy, Washington, D.C.

Pub Date—Jan 84

Note—22p.; Pages 3 and 17-19 contain small print. Available from—California Energy Extension Service, 1400 Tenth St., Sacramento, CA 95814.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Guides, Change Strategies, *Conservation Education, Elementary Secondary Education, *Energy Conservation,

Guidelines, *Motivation Techniques, Program Descriptions, *School Activities, Staff Development, Student Motivation, *Student Participation, Teacher Motivation, *Teacher Participation Identifiers—*Energy Management, PF Project

This two-part publication describes techniques and approaches that many California school districts are using successfully to involve staff and students in efforts to reduce energy waste. Topics that are covered include: (1) ideas for generating student and staff awareness of the cost of energy waste and their role in reducing it; (2) specific actions that staff and students can take to save energy; (3) recommendations on the content, format, and organization of staff development programs; and (4) strategies for communicating energy issues and activities district-wide. Part one discusses how to motivate staff to save energy (including ways to communicate energy costs to staff and actions that staff can take) and how to motivate students to save energy and involve them in energy-saving activities. Part two provides guidelines for specific activities including contests, student energy patrols, staff development workshops, and energy committees. Also included are brief program descriptions for 15 of the 21 California school districts that received Energy Action in Schools (EASIS) funds to develop model energy education and energy management programs. (DC)

ED 242 606 SO 015 506

Lambert, Vicki Rohland, Grace

The Feasibility of Teaching about Sex-Role Stereotyping in a Pre-Service Teacher Training Setting: A Pilot Study.

Pub Date—Nov 83

Note—34p.; Paper presented at the Annual Mid-year Conference of the American Educational Research Association Research on Women and Education Special Interest Group (9th, Tempe, AZ, November 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Needs, Educational Practices, Educational Research, Elementary Secondary Education, Females, Higher Education, Knowledge Level, Males, *Preservice Teacher Education, Sex Bias, Sex Differences, Sex Discrimination, Sex Role, *Sex Stereotypes, Teaching Methods

The purpose of this study was to gauge the need for teaching preservice teachers about sex stereotyping and to determine whether a general or specific teaching approach would be more effective. The sample consisted of 50 students from two sections of a core teacher-training course at the University of Utah. Information about stereotyping was presented to one class, using very general information. The second class was taught about one form of stereotyping, sexism; the lesson content was presented, using very specific materials. The data showed a need for teaching preservice teachers about stereotypes. Eighty percent of the students indicated that the classes did add to their knowledge and understanding of stereotyping. Of the two approaches used, the specific approach seemed most useful. Since students start on a higher level of awareness, it is more beneficial to take issues that have already been identified, and probe deeper into their causes. The study concludes with a description of a three-part approach to a reorganization of methodology to insure preservice teachers are receiving the optimal level of benefit in sex-role stereotyping education. (RM)

ED 242 607 SO 015 508

Fleming, John H. Shaver, Kelly G.

Nuclear Disarmament and the Insanity Defense: What Happened to Political Responsiveness?

Pub Date—7 Apr 83

Note—27p.; Paper presented at the Meeting of the Eastern Psychological Association (Philadelphia, PA, April 7, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Beliefs, Controversial Issues (Course Content), *Disarmament, *Feminism, *Nuclear Warfare, *Political Issues, Social Science Research, World Problems

A study which explored the degree to which belief in a politically responsive/unresponsive world might be related to opinions concerning nuclear disarmament, the insanity defense, and women's rights is described. A total of 206 male and female under-

graduates completed a 63-item questionnaire consisting of 46 Likert-format I-E items and 17 attitude items concerning nuclear disarmament, the insanity defense, and women's rights. The I-E items were factor analyzed and, in general, replicate Collins' (1974) four-factor structure of the I-E scale. Responses to the attitude items were compared to Collins' Belief in a Politically Responsive/Unresponsive World factor. Although several correlations obtained in the comparison suggested an interaction between the subscale and the attitude items, Collins' Belief in a Politically Responsive/Unresponsive World factor alone was unable to predict attitudes on nuclear disarmament or the insanity defense. (LP)

ED 242 608 SO 015 509

Butcher, Patricia Smith

The Theme of Education of Women in "The Revolution," 1868-1870.

Pub Date—3 Nov 83

Note—11p.; Paper presented at the Annual Mid-year Conference of the American Educational Research Association Research on Women and Education Special Interest Group (9th, Tempe, AZ, November 3-5, 1983).

Pub Type—Historical Materials (060)—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational Policy, *Feminism, Higher Education, Journalism, Periodicals, Political Issues, *Sex Bias, *Sex Fairness, Social History, United States History, *Women's Education A feminist newspaper, "The Revolution," published between 1868 and 1870 filled a void in the popular press of the time, proclaiming the necessity of equal rights for women in all areas of life. Owned by Susan B. Anthony and edited by Elizabeth Cady Stanton, the paper repeatedly emphasized the importance of education of women. Four major themes were stressed: the necessity of opening men's colleges to women, the failure of wealthy women to fund women's colleges, the need for professional education of women, and the need for equal pay for women teachers. (LP)

ED 242 609 SO 015 510

Paludi, Michele A.

College Women's Role Model Choice: A Developmental Analysis.

Pub Date—Nov 83

Note—23p.; Paper presented at the Annual Mid-year Conference of the American Educational Research Association Research on Women and Education Special Interest Group (9th, Tempe, AZ, November 3-5, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Exploration, Cultural Influences, *Females, Feminism, Higher Education, Professional Development, *Role Models, *Sex Differences, *Sex Role, Social Influences, Social Science Research

The present study defined a role model as someone whom a woman conceptualizes and chooses. In contrast to previous research, the present investigation revealed that women's role model choices were more varied. Women predominantly named opposite-sex relatives, instructors, and professionals as their role models and models they would like to have in the future. In addition, role-model choice varied as a function of age: more male models were named when women described themselves presently (college years) than when they were younger. Finally, women reported that gender is not an important characteristic of role models and that they could live without a role model of their same sex. However, many women reported that they would like to have a female role model, especially to help them in their professional vs. personal career decisions. (Author)

ED 242 610 SO 015 512

A High School Program in Human Ecology: Helping Everyone Live Productively. Teacher Curriculum Handbook. Revised.

Brandywine School District, Claymont, DE.

Pub Date—82

Note—281p.; For a student handbook, see SO 015 513. Contains many pages of small, broken type and drawings that may not reproduce clearly.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Alcohol Education, Community Services, Curriculum Development, Curriculum Guides, Divorce, Drug Education, Ecology, Energy, Environmental Influences, Family Life, Field Experience Programs, High Schools, Human Relations, Institutions, Land Use, Learning Activities, Marriage, Parent Child Relationship, *Physical Development, Population Growth, Program Development, Psychology, Resource Materials, School Community Programs, *Self Actualization, Self Concept, Stress Variables, Suicide, Teaching Guides, Units of Study, Values Education

Identifiers—*Human Ecology

Instructions are provided to help teachers implement a human ecology program. Objectives are to help high school students become an active force in the advancement of the human condition and develop positive attitudes to improve their effectiveness in dealing with their environment. The text of the student handbook is duplicated in the guide. In addition, the amount of time to be spent on each lesson is indicated. Provided are specific teaching procedures, including student activities and evaluation procedures; lists of outside materials; tests; spirit masters; student activity sheets; and answer guides. Also provided is a description of the historical development of the program. (RM)

ED 242 611 SO 015 513

A High School Program in Human Ecology: Helping Everyone Live Productively. Student Handbook.

Brandywine School District, Claymont, DE.

Pub Date—82

Note—224p.; For a teacher handbook, and a duplication of the text of this student handbook, see SO 015 512. Contains many pages of small broken type and drawings that may not reproduce clearly.

Pub Type—Guides—Classroom—Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Alcohol Education, Community Services, Curriculum Guides, Divorce, Drug Education, Ecology, Energy, Environmental Influences, Family Life, Field Experience Programs, High Schools, Human Relations, Institutions, Land Use, Learning Activities, Marriage, Parent Child Relationship, *Physical Development, Population Growth, Psychology, Resource Materials, School Community Programs, *Self Actualization, Self Concept, Stress Variables, Suicide, Units of Study, Values Education

Identifiers—*Human Ecology

The program's goal is to provide high school students an opportunity to become an active force in the advancement of the human condition and to develop positive attitudes to improve their effectiveness in dealing with their environment. The student handbook consists of eight chapters, including an introduction to the program in chapter I. Chapter II, "Self-Inventory," helps students decide who they are and what they want to be. Students discuss human relations in the school. In chapters III and IV students study the physical and psychological development of humans. Chapters V and VI focus on social institutions and the physical environment and their effects on people. Chapter VII, dealing with community service, helps students understand their responsibility to contribute their time and talents to helping others. Students volunteer 25 hours of their time to work in hospitals, nursing homes, and senior citizen centers. Other learning activities include reading and discussing chapters from textbooks and short selections included in the handbook, viewing films and filmstrips, and listening to outside speakers. A student workbook containing written exercises is also provided. (RM)

ED 242 612 SO 015 516

Penner, Barbara C. Voss, James F.

Problem Solving Skills in the Social Sciences: Methodological Considerations.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83

Note—221p.; Document contains small print.

Pub Type—Reports—Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Agricultural Production, *Cognitive Processes, College Faculty, Educational Research, Graduate Students, Higher Education, *Problem Solving, *Social Sciences, Undergradu-

ite Students

Identifiers—*Experts, *USSR

To study and compare the problem-solving processes of experts and non-experts, students and faculty were asked what they would do if they were head of the Ministry of Agriculture in the U.S.S.R. to increase the poor level of crop productivity found in recent years. Individual responses and analyses of these responses make up the bulk of this report. Participants included undergraduates just beginning to study Soviet domestic policy, faculty members whose field of study is the U.S.S.R., beginning and advanced graduate students whose field of interest is the Soviet Union, faculty members whose field of study is Latin America or American domestic policy, four chemistry professors, a career foreign service officer, and an Eastern European visiting scholar. The subjects were instructed to "think out loud" while generating their solutions. A tape recorder was used to collect the protocols. Results indicated that experts did not use a one-solution process. Rather, their processes differed with respect to problem decomposition into subproblems and in the way they chose to represent the problem statement. More experts used reasoning to support solutions they proposed. (RM)

ED 242 613

SO 015 517

Kemmis, Stephen

The Pacific Circle: A Report on the First Cycle of Activity (Note by the Secretariat).

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date—30 Apr 81

Note—55p; For a related document, see ED 241 394. May not reproduce well due to bleeding through of pages.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Comparative Education, *Educational Research, *Educational Researchers, Information Dissemination, *International Educational Exchange, *International Programs, International Relations, *Networks

Identifiers—Australia, Canada, Japan, New Zealand, *Pacific Circle Consortium, United States

Initial activities of the Pacific Circle, an educational exchange project of the Organization for Economic Cooperation and Development, are reported. Information is divided into four sections. Section I outlines the origins and evolution of the project. Section II details membership and describes the main lines of activity which have taken place within the Pacific Circle Consortium, the group of institutions charged with carrying out the initial cycle of activities. The nature and structure of each of these participating institutions is also described. These institutions are: the Australia Curriculum Development Centre; New Zealand Department of Education; Japan's National Institute for Educational Research; the Canadian Council of Ministers of Education; and, from the United States, the Northwest Regional Educational Laboratory, the East-West Centre Cultural Learning Institute, and the Curriculum Research and Development Group. Section III outlines the types of activities emerging for future work while the final section, section IV, discusses conditions necessary for survival of the Consortium. (LP)

ED 242 614

SO 015 518

Heise Simine And Others

World History.

Dade County Public Schools, Miami, Fla.

Pub Date—[83]

Note—54p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Advanced Courses, Asian Studies, Audiovisual Aids, Beliefs, Course Descriptions, Course Objectives, Course Organization, Curriculum Guides, Developing Nations, European History, Futures (of Society), Grade 9, High Schools, Junior High Schools, Latin American Culture, Middle Eastern History, *Nonwestern Civilization, Revolution, *Western Civilization, *World History

Identifiers—Industrial Revolution, World War II

A detailed outline summarizes a ninth-grade course in world history adaptable to average and honors classes. Material is divided into five parts. A list of 33 course goals precedes a list of 150 objectives, grouped under appropriate goal headings. The

bulk of the document consists of a content outline which cites major and minor topics covered in the course. These include prehistoric man; early civilizations; developments in Asia, the Middle East, and Europe; European history; the Industrial Revolution; modern Europe; "isms;" post-World War II independence movements; Latin America; and future trends. The remainder of the booklet consists of a list of audiovisual materials and a planning calendar. (LP)

ED 242 615

SO 015 520

Local School Boards and the Arts: A Call for Leadership.

Arts, Education, and Americans, Inc., New York, N.Y.

Spons Agency—Alcos Foundation, Pittsburgh, Pa.; Ford Foundation, New York, N.Y.; Mott (C.S.) Foundation, Flint, Mich.; National Endowment for the Arts, Washington, D.C.

Report No.—AEA-3

Pub Date—80

Note—26p; For a related document, see ED 206 529. Photographs may not reproduce clearly.

Available from—The Arts, Education, and Americans, Inc., Box 5297, Grand Central Station, New York, NY 10163 (\$3.00).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Art Appreciation, *Art Education, Art Expression, *Board of Education Policy, Boards of Education, Budgeting, Community Involvement, *Community Support, Cultural Activities, Curriculum Development, Educational Finance, Elementary Secondary Education, Experiential Learning, Humanistic Education, Humanities, Local Issues, Policy Formation, Politics of Education, *School Community Relationship, School Districts, *School Support, Theater Arts

One of a series designed to help school arts support groups increase public commitment to their programs, this monograph addresses the concerns of local school boards in instituting or maintaining arts education. Content is divided into 10 sections that cover rationale for arts education, local problems of budgeting and cutbacks, obtaining backing of key school administrators, gaining community consensus, stating policies and objectives, long-range planning, program evaluation, and the need for strong leadership. The bulk of the monograph focuses on strategies for developing community commitment to arts in the schools. Divided into subsections, the report discusses methods of combining budget requests, obtaining assistance, using publicity effectively, using community arts organizations, establishing networks, choosing school board candidates, and presenting arts education as one of the "basics." (LP)

ED 242 616

SO 015 521

Scott, Ralph

Trends in Introductory Physical Geography College Textbooks over the Past Two Decades.

Pub Date—[83]

Note—23p.

Pub Type—Reports - Descriptive (141) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Content Area Reading, Course Content, Course Organization, Educational Research, *Educational Trends, *Geography Instruction, Higher Education, *Physical Geography, *Textbook Content, Textbook Evaluation, *Textbook Research

In an attempt to determine the nature and extent of the changes which are occurring in physical geography textbooks at the introductory college level, a number of American texts published between 1960 and 1983 were subjected to a detailed analysis. Books were divided into an early group (publication dates: 1960-70) and late group (publication dates: 1974-83) and considered for length, subject organization and length of coverage, reading level, material covered, and text supplements. Findings indicate that significant changes are occurring in the content and approach taken in introductory physical geography texts. Three trends are especially noteworthy: a major change in emphasis on the subject of human interaction with the physical environment; an increasing tendency to cover weather and climate at very early points in the texts; and an increasing emphasis on interrelating material content of physical geography by using unifying approaches such as systems analysis. While the scope of this study was on the nature of changes that have

been made, it is recommended that future studies focus attention on reasons underlying these changes. (LP)

ED 242 617

SO 015 522

Hay, Ellen A.

The Use of the Forced Compliance Paradigm in Modifying Sex Role Attitudes and Its Relation to Feedback, Sex Role Orientation and Perceptual Differentiation.

Pub Date—Nov 83

Note—33p; Paper presented at the Annual Mid-year Conference of the American Educational Research Association Research on Women and Education Special Interest Group (9th, Tempe, AZ, November 3-5, 1983).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Classroom Environment, Educational Research, Females, Higher Education, Males, Perception, *Preservice Teacher Education, *Sex Role, *Sex Stereotypes, Surveys, *Teacher Attitudes

Identifiers—Forced Compliance

A study sought to determine whether use of the forced compliance paradigm could be used in teacher education classrooms to influence teachers' tendency to perpetuate sex role stereotypes. Two hundred college students were randomly placed in 1 of 3 experimental groups. All students completed the Attitudes Towards Women Scale as a pretest, posttest, and post-posttest; the Personality Attributes Questionnaire measuring sex role orientations; and the Group Embedded Figures Test, measuring perceptual differentiations. At 1-week intervals, two groups wrote three short essays that espoused non-sexist positions. One group received feedback on their essays. While the three groups were similar in their initial attitudes towards women, their sex role orientations, and their perceptual differentiations, subjects in the two groups which wrote essays reflected a significantly more liberal attitude toward women than subjects who did not write essays. This attitude change was not maintained on the post-posttest. Those who wrote essays but did not receive feedback were significantly more liberal than the control group, an attitude that persisted on the post-posttest. In this study, feedback did not promote attitude change. Counterattitudinal advocacy is one means of reducing sex role stereotypes in the teacher education classroom. Further research should explore the longevity of this attitude change and its relation to feedback and individual differences. (Author/LP)

ED 242 618

SO 015 524

Salemi, Michael K. Leak, Sarah

Analyzing Inflation and Its Control: A Resource Guide. Economics-Political Science Series.

Joint Council on Economic Education, New York, N.Y.

Pub Date—84

Note—79p; A few sidebars printed on colored paper may not reproduce well.

Available from—Joint Council on Economic Education, Two Park Ave., New York, NY 10016 (Checklist No. 333, \$4.50).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Business Education, Cost Indexes, Economic Factors, *Economics Education, *Inflation (Economics), *Interdisciplinary Approach, Learning Activities, Mathematics Education, *Political Science, Resource Materials, Secondary Education, United States Government (Course)

Background information for teachers on inflation and self-contained learning activities to help students view inflation from both economic and political perspectives are provided. The introduction contains economics and political science frameworks for analyzing policy issues. How to integrate economics and political science is also discussed. Perspectives on inflation and an inflation bibliography are provided. Discussed are price indexes, what inflation is, the economic effects of inflation, and the causes of and the cures for inflation. These topics are the major foci of the student learning activities that follow. The activities can be used in economics, business, government, math, or any course in which the effects of inflation are studied. Students take an inflation pretest and are involved in many activities, including reading and analyzing handouts, playing games, and role playing. Class-

room materials for duplication are provided. (RM)

ED 242 619 SO 015 525

Haas, Mary E.

What Are the Characteristics of a Friend? A Resource Unit for Elementary Social Studies Instruction.

Pub Date—Nov 83

Note—10p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affective Objectives, Cognitive Objectives, Concept Teaching, Elementary Education, *Friendship, Learning Activities, Skill Development, Social Development, *Social Studies, Units of Study

The purpose of this unit is to help elementary students make new friends among their classmates and outside the classroom. The underlying rationale is that primary students especially can benefit from the study of the characteristics of friends because they need to learn how to interact with other children, to assist in overcoming the egocentric nature of the preoperational stage. Social studies concepts encountered during the study are friendship, trust, cooperation, values, self-concept, and loyalty. The unit can serve as an introduction to such closely related concepts studied in elementary social studies as culture, cultural differences, stereotypes, discrimination, ethnic groups, pluralism, race, and prejudice. The unit begins by listing knowledge, skills, and affective objectives. Twelve instructional activities for primary and intermediate level students are described. Examples of activities include having students interview a classmate and use the interview information to introduce the student to the class, reading and discussing stories, and playing the guessing game "Who Is Being Described?" Suggestions for evaluation conclude the unit. (RM)

ED 242 620 SO 015 527

Eshiwani, George S.

Factors Influencing Performance among Primary and Secondary School Pupils in Western Province of Kenya: A Policy Study.

Kenyatta Univ. College, Nairobi (Kenya). Bureau of Educational Research.

Pub Date—Feb 83

Note—57p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Ability Grouping, *Academic Achievement, *Academic Failure, Class Size, Comparative Education, Educational Administration, Educational Facilities, Educational Needs, Educational Research, Elementary Secondary Education, Environmental Influences, Homework, Leadership, *Low Achievement, Social Influences, Teacher Characteristics, Time on Task

Identifiers—*Kenya

Analyses of the examination results for the Certificate of Primary Education, the Kenya Certificate of Education, and the Kenya Advanced Certificate of Education showed that academic achievement at the primary and secondary levels in the Western Province of Kenya is very poor, compared to the other provinces. To determine the school factors that may have caused this poor academic performance, questionnaires were sent to 170 secondary schools, to be completed by heads of the schools, teachers, and chairmen of Boards of Governors in the province. This was followed by interviews with a sample of teachers, former students, a few headmasters, and some persons prominent in the province. Discussed are the following factors which were found to affect achievement: streaming effect, large class size, poor school facilities, the lack of preparation or homework, the lack of sound and efficient leadership in the school administration, the inadequate amount of time allocated to teaching and learning, and teacher characteristics. Discussed briefly are other factors, including environmental and social factors affecting achievement. Suggestions for improvement are made. (RM)

ED 242 621 SO 015 528

Brunson, Pansy Waycaster

Increasing Female Participation in the Mathematics Classroom.

Pub Date—Nov 83

Note—9p.; Paper presented at the Annual Midyear Conference of the American Educational Research Association Research on Women and Education Special Interest Group (9th, Tempe, AZ, November 3-5, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, Classroom Research, Educational Research, Enrollment, *Females, Higher Education, Males, Mathematics Achievement, Mathematics Anxiety, *Mathematics Instruction, *Sex Differences, *Student Participation

Results of a study made to determine the effect of male-female class ratio on female student class participation are reported. In spring 1980, an all-female section of an introductory math course was offered in addition to the other five mixed-sex sections at a midwestern university. It was found that women selecting the all-female section had lower math ability scores (SAT); yet, at the end of the course, these women attained higher achievement scores than women in the mixed-sex classes. Women in both groups had significant decreases in level of math-anxiety during the term, so that the greater achievement of the women in the all-female section could not be attributed to reduced level of math-anxiety. Also, returning women students—those over 25 and away from academia for at least 5 years—performed better in the all-female class. Finally, there was a lower withdrawal rate in the all-female section. Since the only difference between the all-female and mixed-sex sections was group gender, differences in class participation of women in the two environments were examined by an observer who sat in on each of the six sections to record student participation. The greatest participation was found to be in the all-female section, followed by the only mixed-sex class that had a female instructor, and an evening section with many returning students. (LP)

ED 242 622 SO 015 529

1983 Report of the United States Advisory Commission on Public Diplomacy.

Advisory Commission on Public Diplomacy, Washington, DC.

Pub Date—83

Note—43p.; Photographs may not reproduce clearly.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administration, Cultural Exchange, *Foreign Policy, Information Systems, Intercultural Communication, International Educational Exchange, *International Programs, *International Relations, Media Selection, *Policy Formation, *Public Agencies

Identifiers—*United States Information Agency

Findings and recommendations of a government commissioned study on the United States Information Agency (USIA) are presented. The first of six substantive sections summarizes commission recommendations concerning the following USIA activities and their government funding: Voice of America Radio broadcasts, the Office of Research, cultural exhibits, private sector programs, donated books, and English teaching abroad. The next section describes the membership and activities of the commission. The role of the USIA in public diplomacy, the third section, emphasizes the recent expansion of activities and suggests means for continuing this expansion. The Voice of America and various USIA television services are addressed in the fourth section. The fifth section considers educational and cultural programs of the USIA, including exchanges, international visitors, university affiliations, private sector programs, libraries, and teaching programs. A final sixth section, on agency management, focuses on the agency's relocation to Washington, District of Columbia, the need for increased personnel, and current management problems. Appendices describe a radio broadcast to Cuba and list the former advisory commission members. (LP)

ED 242 623 SO 015 530

Getz, Suzanne Kasper

Differential Role Models and the College Woman's Choice of Major.

Pub Date—Jun 82

Note—30p.; Paper presented at the National Women's Studies Association Conference (Arcata, CA, June 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Choice, Childhood Interests, *Females, Higher Education, Majors (Students), Males, *Role Models, *Sex Differences, *Sex

Role, Sex Stereotypes, *Socialization, Social Science Research, Value Judgment, Values

Identifiers—Heroes

A two-part study investigated female college students' preferences for stereotyped or non-stereotyped role models and the relationship of such preferences to the choice of traditional versus non-traditional careers. A total of 211 women students from a mid-Atlantic state university (all the enrolled women) as well as a stratified-by-college subsample of 45 male students responded to an interview on exposure to and preference for a variety of childhood hero figures from literature, history, media, and personal acquaintance. Questions contained fixed responses of two female choices (representing stereotyped and nonstereotyped roles) and two male choices. Results were analyzed for exposure to as well as preference for role models, and comparison was made between the following subgroups: males choosing traditional majors, women choosing nontraditional majors, women choosing traditional majors, and males choosing nontraditional majors. Findings indicate that, despite the level of exposure, preferences predictably follow along sex appropriate and role appropriate lines. Greatest similarity in exposure and preference was noted between subgroups of men, followed by subgroups of women. The greatest variability was between all men and all women. Results imply that evaluation of appropriate behavior is a value judgment conveyed through socialization. Interview instruments and study data are contained in appendices. (LP)

ED 242 624 SO 015 531

Atkinson, Richard C.

Psychology and the Golden Fleece.

Pub Date—83

Note—16p.; Transcription of an address presented at the National Institute on Teaching Psychology to Undergraduates (6th, Clearwater Beach, FL, January 4-7, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavioral Science Research, *Behavioral Sciences, *Credibility, Curriculum Development, Curriculum Evaluation, Financial Support, Higher Education, Press Opinion, *Psychology, *Public Opinion, Undergraduate Study

A discussion of the public image and academic reputation of psychology covers three topics: general public skepticism of the field, the introductory psychology course, and undergraduate education in psychology. Public skepticism about psychology stems from: the nature of the field as one encompassing a diversity of viewpoints and theories; the input of untrained, "popular" psychologists; and the propensity of some otherwise reputable psychologists to sensationalize the field. While the first two problems are inherent to the discipline, the third is not, and therefore can and should be remedied. Federal funding for psychology research is adversely affected by such sensationalizing. While funding for science has been on the upswing in the 1980's, it was at a low ebb in the mid-1970's, a condition blamed largely on the projects of behavioral scientists. At that time, the National Science Foundation was distinguished as the agency receiving the largest number of Senator William Proxmire's "golden fleece" awards for waste in government. Most of these awards were based not on the quality of the research but on the way the projects were portrayed to the public. The introductory psychology course, like the field at large, must also resist the trend toward the overpopulated "fun and games" approach. Attention to undergraduate education in psychology is extremely important. Efforts should be made not only to relate psychology courses to the needs of today's students but to teach the courses in such a way that students leave with a high regard for the field. (LP)

ED 242 625 SO 015 532

Guyton, Edith M. Hoffman, Alan J.

Teaching Controversial Issues in Social Studies.

Pub Date—23 Nov 83

Note—31p.; College and University Faculty Assembly (CUFA) paper presented to the Annual Meeting of the National Council for the Social Studies (San Francisco, CA, November 23, 1983). Several appendices contain small print and broken type.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Controversial Issues (Course Con-

tent), Educational Research, Higher Education, Intermediate Grades, *Preservice Teacher Education, Program Descriptions, Secondary Education, *Social Studies

The design of a methods course offered at Georgia State University to prepare social studies teachers for dealing with controversial issues in the middle school or secondary social studies classroom is presented. The course focuses on identification, selection, an analysis of an issue as well as the requirement that the student develop some method of transfer of the process used in class to the middle school or secondary social studies classroom setting. The outline of the course covers rationale building, teaching concepts, topic selection by students, topic development, and culmination of the course. An additional section discusses results of a survey conducted to determine the effects of the course on students. Student responses to questions concerning their competency and willingness to teach controversial issues is compared with results of other research studies. Findings indicate students supported the course. Tables of survey data are included. Appendices contain a course syllabus, bibliography, possible controversial topics, tentative outlines, sources, rules for handling controversy, and a sample activity. (LP)

ED 242 626 SO 015 533

Linn, Marcia C.
Fostering Equitable Consequences from Computer Learning Environments.
California Univ., Berkeley. Lawrence Hall of Science.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Nov 83

Grant—400-83-0017

Note—33p.; Paper presented at the Annual Mid-year Conference of the American Educational Research Association Research on Women and Education Special Interest Group (9th, Tempe, AZ, November 3-5, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Basic Skills, Cognitive Development, *Cognitive Processes, Computer Assisted Instruction, *Computer Literacy, Computer Oriented Programs, *Computer Science Education, Educational Needs, Educational Opportunities, Educational Practices, Educational Research, Elementary Secondary Education, *Equal Education, Females, Higher Education, Males, Outcomes of Education, *Sex Differences, *Sex Fairness, Skill Development

The article discusses two interrelated aspects of computer education: the computer's potential for developing cognitive skills and ways in which the differential participation of males and females in computer experiences may lead to inequitable outcomes. The Assessing the Cognitive Consequences of Computer Environments for Learning Project (ACCCEL) has identified several aspects of computer environments which make it particularly cognitively demanding: the interactive, complex, and challenging nature of the environment; the precise feedback of information; and the possibility for multiple solutions. In addition, higher cognitive skills can be fostered by certain types of educational software and commercial computer games which lend themselves to student adaptation and creativity. However, a gap exists between this educational promise of computers and the reality of their use in the classroom. A number of factors may account for this gap, among them teachers' lack of awareness of computers' potential for fostering cognitive skills, lack of appropriate curriculum materials, and the restriction of computers to programming and logic courses. This gap in turn contributes to the potential for inequitable outcomes. Females are poorly represented in computer courses in high schools and colleges, a fact which is attributed to both content and process of computer instruction. Equitable outcomes will be enhanced if teachers tailor instruction to the needs of the learner, guiding exploration of the computer for female students. (LP)

ED 242 627 SO 015 534

Benzander, Donald H.
Too Soon to Talk about Ideology in Social Studies?

Pub Date—14 Jul 83

Note—8p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Critical Thinking, Economic Fac-

tors, *Educational Change, *Educational Needs, Marxism, Models, Poverty, Secondary Education, *Social Problems, *Social Studies, Social Values, Teacher Education, Teaching Methods

Identifiers—Ideology

The concept of ideological thinking should be introduced to secondary students. The need to attend to ideology has been the concern of many social studies educators. Suzanne Helburn stresses the need for the social studies to focus on powerful organizing ideas, of which the concept of ideology itself is one of the most powerful. Maxine Greene and William Proffert urge greater attention to the matter of ideology in teacher education. Teachers should be taught to avoid indoctrination and to encourage students to think critically about important value issues. During the 1960's and 1970's there was reform in the social studies curricula, related, for example, to sexism and minority rights. The major area of reform yet to be addressed is economic discrimination. The discussion of the nature and function of ideological thinking would be an important way to approach this topic. A model recommended by David Armstrong in his "Social Studies in Secondary Education," which involves students in analyzing political decision making in their own school and in identifying the nature and function of values held by their peers and elders, may be a way to introduce students to ideological thinking. (RM)

ED 242 628 SO 015 535

Fairweather, Malcolm Fairweather, Kathe G.
Choropleth Mapping: The Problems of Classification and Data Presentation.

Pub Date—[84]

Note—14p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cartography, Classification, Data, *Geography Instruction, Higher Education, *Map Skills, Secondary Education, Units of Study

Identifiers—*Choropleth Maps
A teaching unit illustrates how the application of certain common classification systems, using the same data set, can produce different spatial configurations on choropleth maps. It is hoped that students, after completing the unit, will not only take greater care in deciding upon a classification system to use on their own choropleth maps, but also that they will become more critical in their analyses of all such maps. Students are presented with data and then shown several ways of classifying data into groups for making maps. The classification schemes used are: natural grouping—the boundaries of each data group are located where natural breaks occur; constant intervals—the numerical range of each class is the same; quantiles—equal size data groups; and quantitative—the use of standard deviation of the data array to set the class limits. Students must then produce five choropleth maps. After the maps have been completed, the students compare them and discuss the differences found in the spatial arrangements of the shading patterns. Diagrams containing data and sample maps are provided in the unit. (RM)

ED 242 629 SO 015 537

Johnson, Tony W.
Philosophy for Children: An Approach to Critical Thinking. Fastback 206.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Report No.—ISBN-0-87367-206-2

Pub Date—84

Note—41p.; Publication of this fastback was sponsored by the Southern Connecticut State University Chapter of Phi Delta Kappa.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 (\$0.75).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Abstract Reasoning, *Critical Thinking, Curriculum Development, Dialogs (Language), Early Childhood Education, Elementary Secondary Education, Ethical Instruction, Inquiry, Instructional Materials, Language Arts, Logical Thinking, *Philosophy, Program Descriptions, Social Studies, Teacher Education, Teacher Educators, Workshops

Identifiers—Harry Stottlemeier's Discovery (Novel)
This document describes curriculum and resources designed to foster and expand the philosophical thinking of elementary and middle school students. The booklet begins with excerpts from and a discussion of Matthew Lipman's novel "Harry Stottlemeier's Discovery," written to help elemen-

tary and middle school students discover both formal and informal rules of thought. Lipman and his associates established the Institute for the Advancement of Philosophy for Children (IAPC) at Montclair State College (New Jersey) in 1974. Subsequent chapters describe the successes and problems of the IAPC programs. The Institute continues to develop curricula designed to expand reasoning skills, beginning in early childhood education with reasoning in language comprehension and followed by reasoning skills in ethics, language arts, and social studies. It also conducts workshops to prepare teachers and teacher trainers in the use of the materials. Also discussed in the booklet are the philosophical foundations of philosophy for children and the significance of dialogue in teaching philosophy to children. The booklet concludes with an annotated listing of IAPC curriculum materials and a bibliography. (RM)

ED 242 630 SO 015 538

MENC Official Directory, 1983-1984: Registry of Music Education Leadership.

Music Educators National Conference, Reston, Va. Pub Date—84

Note—22p.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Leaders, *Music Education, Professional Associations, *Professional Personnel, Teacher Associations

A listing of leaders in the field of music education is provided. Compiled on the basis of questionnaires sent to state presidents of the Music Educators National Conference (MENC) and presidents of associated organizations, the catalog is divided into sections on MENC national executive board, secretary, the six division boards, national assembly, auxiliary organizations, the "Music Educators Journal," the "Journal of Research in Music Education," the Fund for the Advancement of Music Education, and state music education associations. The latter, organized alphabetically by state, includes dates of the annual state conventions and contact persons. Also listed are the executive council members of various associated organizations and councils. A list of MENC publications concludes the catalog. (LP)

ED 242 631 SO 015 539

Burnham, Brian
Report of a Survey (1982) Status of Elementary School Music Programs.

York County Board of Education, Aurora (Ontario).

Pub Date—May 83

Note—41p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Budgets, Curriculum Development, Educational Practices, Educational Research, Elementary Education, Foreign Countries, *Music Education, Music Facilities, Music Teachers, Student Participation, Surveys

Identifiers—Ontario
Findings of a 1983 survey of York Region (Ontario) elementary school music programs are presented. Staff committees from a sample of 28 schools responded to questions concerning music qualifications, budgets, music instruction timetables, student participation rates, program achievements, and useful resources. Among the findings were the following: a positive correlation between low music education budgets and complaints about the quality of music facilities; an average 80 minutes per week spent on music instruction; and an expressed need for confidence building, methods awareness, and leadership training workshops. Appendices contain statistical data and a sample of the survey form. (LP)

ED 242 632 SO 015 540

Odum, Boyd D.
"A Community of Believers": The Atlanta Partnership of Business and Education, Inc. Second Anniversary Report.

Atlanta Partnership of Business & Education, Inc., GA.

Pub Date—84

Note—13p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Colleges, Community Cooperation, *Community Coordination, *Community Resources, Elementary Secondary Education,

Higher Education, Program Descriptions, Program Evaluation, Program Implementation, Religious Organizations, *School Business Relationship, *School Community Programs, School Community Relationship, Universities Identifiers—*Atlanta Partnership of Business and Education

Described are programs sponsored by the Atlanta, Georgia, community which has accepted the "community of believers" concept espoused by the Superintendent of Atlanta Public Schools. According to the concept, the community at large must believe that each student is capable of learning, our educational system can teach students, our economic future is dependent on the educational achievement of the masses, and every person in the total community has a vested interest in the public school system. The Atlanta Partnership of Business and Education, started in 1981, is Atlanta's greatest testimony to its confidence in the concept. An example of its many programs is the Adopt-A-School Program, which allows business firms, colleges, and religious organizations to adopt a school or program. The adopter and adoptee agree on what they can do together and draw up a one-year contract. All activities are student-centered, e.g., the Affirmative Action Job Placement Program, student tutorial activity. To date, more than 150 businesses, colleges, and service organizations have provided services to the schools estimated at over one and a half million dollars. (RM)

ED 242 633 SO 015 541
Peters, Richard

The Global Citizenship Concept: Preparing Students for International Cooperation and Diverse Cultural Experiencing through a Continuous-Integrated-Sequential Program of Awareness and Exposure to the Global Human Community (The Student). (The Teacher).

Global Horizons, The Center for Applied Ecosocial Studies, Plaistow, N.H.

Pub Date—Mar 84

Note—24p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Citizenship Education, Cross Cultural Studies, *Cultural Awareness, Elementary Secondary Education, *Environmental Education, Experiential Learning, Futures (of Society), *Global Approach, *Humanistic Education, Integrated Activities, Interdisciplinary Approach, International Cooperation, Learning Activities, Program Descriptions, Sequential Approach, Social Studies, Teaching Methods, World Problems A global approach to citizenship education, the Human and Environmental Learning Program (HELP), is presented in two sections—one emphasizing the student and the other the teacher. The philosophy and rationale for the program, which integrates environmental education, global studies, and social studies, are outlined. The objective is to expose students to global problems and future crises. Instructional strategies recommended for such a course include audiovisual materials, cultural studies, current events, field trips, guest speakers, and experiential learning. A sample unit on global environments/pollution is presented, including a list of 7 activities using a variety of the instructional strategies outlined earlier. A discussion of the role of the teacher follows. The importance of the teacher's knowledge of environmental education, cultural studies, and historical timeliness is emphasized, as is the need for continuing professional education to insure these teacher competencies. A list of resources and summary remarks concludes the paper. (LP)

ED 242 634 SO 015 543

Reichel, Mary
The Impact of Online Bibliographic Databases on Teaching and Research in Political Science.

Pub Date—Sep 83

Note—22p.; Paper presented at the Annual Meeting of the American Political Science Association (Chicago, IL, September 2, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Instruction, *Databases, Higher Education, Information Retrieval, *Online Systems, *Political Science, Search Strategies, *Social Science Research

The availability of online bibliographic databases greatly facilitates literature searching in political science. The advantages to searching databases on-

line include combination of concepts, comprehensiveness, multiple database searching, free-text searching, currency, current awareness services, document delivery service, and convenience. Disadvantages include cost, lack of back files, equipment problems, and the inability to browse. Databases of particular interest to political scientists are described. They are organized by the following categories: political science as a discipline; related disciplines; documents; legislative, judicial, and administrative; popular; numeric; and book. To demonstrate some of the major capabilities of online searching—e.g., searching for a combination of concepts—sample computer search strategies are provided. The major concern about teaching and online searching is that students will not learn how to do literature searching nor learn about the major sources in the field. Researchers, both traditionalists and behaviorists, will benefit from the advantages discussed in the first section of the paper. (RM)

ED 242 635 SO 015 544

Pittwood, Alan

Research Papers in Economics Education: The Provision of Economics in the Business Education Council National Awards Curriculum, and the Demand for Economics Understanding by Industry.

London Univ. (England). Inst. of Education.

Pub Date—Jan 84

Note—42p.

Available from—Institute of Education, 20 Bedford Way, London, England, WC1H 0AL.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Banking, *Business Education, Comparative Education, *Economics Education, *Educational Needs, Educational Research, Foreign Countries, Higher Education, *Industry, Manufacturing, Marketing, Relevance (Education), *School Business Relationship, Surveys Identifiers—*England

Employers in High Wycombe, Buckinghamshire, England, were sent a questionnaire to determine what economics knowledge and skills are desired by industry in the business education of its 16-19 year old employees and what type of economics is used in, or is otherwise especially relevant to, industry. Industry is defined to include a wide range of private and public organizations, including finance, distribution, manufacturing, and the public sector. The sample of 50 employers comprised all those whose students were attending Buckinghamshire College of Higher Education for the first or second year of the Business Education Council's (BEC) national certificate course. The return rate was 72%. The survey disclosed a major distinction between the banking sector's responses and those of other types of employers in the identification and specification of broad business education and economic needs. It also revealed that many of the firms sampled appeared not to know of the structural or material changes wrought by the BEC and cast doubt on some employers' understanding of economics terminology. (Author/RM)

ED 242 636 SO 015 553

Reeb, Richard H., Jr.

Liberal Democracy and Objective Journalism: Partners or Adversaries?

Pub Date—18 Nov 83

Note—16p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Democracy, Democratic Values, Freedom of Speech, Government (Administrative Body), *Journalism, *News Media, Political Attitudes, *Political Issues, *Press Opinion, Revolutionary War (United States), United States History

Identifiers—Liberalism, Lippmann (Walter), Objectivity, Press Criticism, Press Responsibility, Reston (James)

Contemporary journalism, although claiming to be politically objective and neutral, has become a powerful critic of the conduct of the government, often seeming to be a force for the reordering of national priorities along leftist lines. This "adversary journalism" of the past 15 years has strayed a long way from the neutral journalism exemplified by two major figures in the field, Walter Lippmann and James Reston. Lippmann, while an individual with strong political opinions, believed that journalists should look at the world as detached observers, presenting events as they really are. Reston saw objectivity as an obligation of an institution given

unlimited freedom by the First Amendment. Yet this commitment to objectivity is beyond contemporary journalists. Instead of transcending political loyalties, they have merely exchanged one for another. The alternative to this lies in a re-examination of the attitudes of the Founding Fathers, Jefferson, Madison, and Hamilton, while taking different approaches to the press, had significant similarities. All agreed on the principles of republican government and freedom of the press. They saw that major tasks of journalism were to enlighten the public by inculcating in them the sentiments appropriate to a regime of liberty and to communicate political information so that suffrage could be used wisely. They also agreed that the press must be governed in accordance with republican principles: it must not disseminate political misinformation and heresy. Journalism should be free and objective, but friendly to the political regime that allows its existence. (LP)

ED 242 637 SO 015 554

Sherr, Mary-Lou Breitborde

A Proposal to Expand the Fields of Practice of Educational Knowledge.

Pub Date—83

Note—12p.; Paper presented at the Annual Convention of the American Educational Studies Association (Milwaukee, WI, November 3-6, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Choice, *Career Development, Career Education, Curriculum Development, Educational Trends, *Education Courses, Futures (of Society), Higher Education, Interdisciplinary Approach, Knowledge Level, Public Opinion, Skill Development, *Teacher Education Curriculum, *Teacher Education Programs

The state and status of educational knowledge can be vastly improved in two ways: by looking beyond classroom settings for potential applications, and by broadening the vision of the usefulness of educational knowledge to include other professional fields requiring the skills and knowledge fundamental in education. A changed conception of what educational knowledge includes as well as programmatic changes in departments of education are needed. Educational knowledge can be applied to educational research, program planning, management and evaluation, technical consultation, advocacy, and industrial training. Programs in education should be expanded to include such professional possibilities. For example, incorporating a research course into the education program would allow students to consider later work in policy and program analysis; courses in educational media and computers would open the way to technology-based professions. This proposed expansion of educational programs requires considerable cooperation and collaboration on the part of the various academic departments. Great strides can be made in changing the general perception of education and teaching by realizing that educational knowledge is a commodity valuable to many fields of work and that teaching is just one of many things one might do with an education degree. In this case, minimal program changes can go far toward accomplishing this changed perception. (LP)

ED 242 638 SO 015 556

Demery, Marie

Visual Literacy: Perceiving and Creating (Working Paper No. 1).

Pub Date—[84]

Note—23p.; A few drawings may not reproduce well.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Art Activities, Art Appreciation, *Art Education, *Creativity, *Freehand Drawing, Higher Education, Perceptual Development, Skill Development, Teaching Methods, *Visual Literacy, *Visual Perception

Through the use of a visual literacy process of instruction as an initial stage in perceiving and creating, beginning college art students can acquire knowledge and skills for completing successful drawings. This process includes the following steps: selecting a simple and familiar subject; studying the entire form of the subject; looking for big and small shapes on the form and studying the relationship of these shapes to each other and to the surrounding space; analyzing colors, details, and value areas; looking for line and texture; identifying a focal point; and considering movement and unity. This process has five major purposes: the production of

more successful drawings, preclusion of imitation, disciplinary exercise, creation of a method of drawing from memory, and instruction on how to initially view a work of art. A bibliography and several drawings are included. (LP)

ED 242 639 SO 015 557

Grassman, Gloria P.

Survey of Free Enterprise/Economic Education Courses in Arizona High Schools.

Arizona State Dept. of Education, Phoenix.

Pub Date—5 Feb 82

Note—29p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Course Content, *Economics Education, *Educational Practices, Educational Research, Enrollment, High Schools, Instructional Materials, State Surveys, Teacher Education Identifiers—*Arizona, *Free Enterprise System

Questionnaires were mailed to all 134 Arizona public high schools to determine the high school department in which free enterprise/economics education is being taught, the number of students enrolled, teacher preparation, course content, and the major instructional materials being used. This report is divided into two sections: (1) an overview of survey findings, and (2) details of the survey, in which survey results are presented with illustrative statistical tables. Major conclusions are based on questionnaire returns from 94 high schools: (1) 83 percent of the state's high school students are enrolled in free enterprise courses taught under social studies department auspices; (2) 92 percent of those teaching economics have never had any formal training in economics; and (3) 79 percent of the teachers desire additional economics course work. The survey also showed that the economics curriculum is multi-faceted, including concepts of supply and demand, free enterprise, and business. Teachers use a variety of texts, materials, and aids. The questionnaire is included in the appendices. (RM)

ED 242 640 SO 015 561

Smith, Lyle R.

Presentational Behaviors and Student Performance.

Pub Date—[84]

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Classroom Techniques, Educational Research, High Schools, Instruction, Instructional Improvement, Learning Experience, Learning Strategies, Negative Practice, *Social Studies, Student Evaluation of Teacher Performance, Student Reaction, *Teacher Effectiveness, Teacher Influence, *Teaching Methods

High school social studies students ($n=448$) were each assigned to one of 16 groups defined by possible combinations of two teacher uncertainty conditions (uncertainty vs. no uncertainty), two teacher "bluffing" conditions (bluffing vs. no bluffing), two lesson discontinuity conditions (discontinuity vs. no discontinuity), and two lecture notes conditions (notes handouts vs. no notes handouts). Each group was presented a lesson about the geography, politics, history, and economy of the country of Botswana. The lessons were the same except for variations in the four conditions stated above. After the lesson, each group was tested on comprehension of the material, and then each group completed a lesson evaluation. Teacher uncertainty negatively affected achievement, and notes handouts positively affected achievement. Both teacher bluffing and lesson discontinuity negatively affected student evaluation of the lesson. Several significant interactions were obtained. These findings are discussed in relation to previous research on low-inference behaviors related to teacher clarity. (Author)

ED 242 641 SO 015 563

Cleveland, Harlan

The International Information Revolution.

Pub Date—84

Note—26p.; Paper presented at the Seminar on State, Nation and Religion (Haifa, Israel, March 15, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Developed Nations, Developing Na-

tions, Economic Development, Economic Factors, Educational Trends, *Futures (of Society), *Global Approach, Higher Education, *Information Dissemination, Information Science, Intellectual Property, Military Science, Political Influences, Resources, Revolution, Social Change, *Technological Advancement, World Affairs

Certain characteristics of information make it a crucial resource in today's world. Unlike material resources such as coal and steel, information is expandable, easily transportable, diffusive, and shareable. Because of these properties of information, the new "information age" has already begun to challenge some of mankind's most comfortable assumptions: the concepts of ownership, management, military strategy, and State. In the information age, the concept of ownership and control has changed, as evidenced by the U.S. Supreme Court decision that film companies are not protected from individual videocassette recorder owners taping television shows. Military policy, based on keeping secret the information about strategies and arms, is equally vulnerable in the information age. New technology will ultimately change the concept of world power. Traditionally, those with the best knowledge have had control over the rest of mankind. Now that information can be spread quickly and easily, traditional power monopolies will erode. Traditionally poor nations (those with unfavorable geography and geology) will have opportunities equal to the traditionally more favored nations, as the example of Japan implies. The information age may also lead to a redefinition of civilization as communities of peoples rather than of places. For higher education, this new age will necessitate a redefinition of scope from narrow, specialized education to education for breadth: the development of citizens with a global perspective. (LP)

ED 242 642 SO 015 564

Atcherson, Esther Jenny, Joanna

What about Mentors and Women in Academe?

Pub Date—83

Note—14p.; Paper presented at the Annual Mid-year Conference of the American Educational Research Association Research on Women and Education Special Interest Group (9th, Tempe, AZ, November 3-5, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Development, Educational Environment, *Educational Experience, Educational Opportunities, Educational Research, Enrichment, Equal Education, *Faculty, *Females, Higher Education, Interprofessional Relationship, Males, *Mentors, Professional Development, *Sex Bias, *Sex Fairness

Identifiers—*Academicians

A study to compare the mentorship experiences of female and male faculty members in a large research institute of higher education is described. Three hypotheses were defined: (1) mentors are not available to women and men on an equal basis during key points in career development; (2) if the sex of the mentor and person receiving guidance differs, the form of guidance will differ; and (3) people who have had mentors are more likely to serve as mentors for others than those who have not had this experience. Equal numbers of female and male respondents ($N=218$) responded to a questionnaire concerning presence of mentor, sex of mentor and recipient, moral support provided, degree of sponsorship, professional connections, and career point of mentor guidance. Although over 3/4 of the men and women involved in the study reported having had a mentor themselves, there was a statistically significant difference between their perception about the general availability of mentors. More women than men believed that mentors were not generally available to members of their sex. The study did not indicate that it was particularly important to have a mentor of the same sex. It did indicate that a higher proportion of faculty members who had received guidance and sponsorship by a mentor served as mentors for others. A series of tables show data for each questionnaire item. (LP)

ED 242 643 SO 015 565

Rhoades, John D.

Validity and the Contexts of Ethnography.

Pub Date—20 Nov 83

Note—9p.; Paper presented at the Annual Meeting of the American Anthropological Association (82nd, Chicago, IL, November 16-20, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cross Cultural Studies, *Ethnography, *Evaluation Needs, *Social Science Research, Standards, *Validity

The field of ethnography is expected to provide reliable, accurate information regarding some aspect of an unfamiliar culture. However, this contribution is only useful if the results are presented along with a description and critical evaluation of the context in which the data was obtained. An example of failure to do this is found in an ethnographic description of a Maltese village used in a popular text. The author's descriptions of social class, patronage, and status of the church within the village are based on his own position as a friend of powerful members of Maltese society and of the village priest. This situation, where the context of acquired information is not carefully examined as to its potential effect on the information itself, may be all too common in ethnographic studies. Unless ethnographers delineate and assess the context of their work, this field of study cannot claim to present valid cultural descriptions. (LP)

ED 242 644 SO 015 566

Bailey, Becky Nihlen, Ann

Occupational Stereotyping in Elementary School Children.

Pub Date—Nov 83

Note—10p.; Paper presented at the Annual Mid-year Conference of the American Educational Research Association Research on Women and Education Special Interest Group (9th, Tempe, AZ, November 3-5, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitudes, *Career Awareness, *Career Choice, Children, *Concept Formation, Elementary Education, Females, Males, Sex Fairness, *Sex Role, *Sex Stereotypes, Social Science Research

The first of a three-part investigation, this study examined the impact of experiences with adults in nontraditional occupations on elementary school children's sex stereotyped beliefs. Objectives were to determine what career-related sex stereotypes today's children have; whether these stereotypes can be changed through a program of exposure to non-traditional workers; and whether individual sex stereotypes dictate job choice. A total of 125 children in grades K-5 of an Albuquerque (New Mexico) public school responded to 30 stick figures representing 30 different occupations, indicating whether the job was one that men, women, or both could perform, and which jobs the children would like to have as adults. As part of the project, nontraditional workers from a variety of occupations visited the classrooms. Data from the study yielded the following information: (1) attitudinal changes can be affected by exposing children to nontraditional workers; (2) direct exposure to a specific worker affected children's stereotypes regardless of sex, age, grade, or race; (3) attitudinal changes were greater for girls than boys; (4) attitudinal changes of second graders were higher than those of any other age group; and (5) for all ages, grades, and both sexes, occupational stereotypes dictate job choice. (LP)

ED 242 645 SO 015 568

Bell, David Reed, Stan

Bessie the Builder, Queen Bessie: Profile of Bessie Boehm Moore, 1984.

Pub Date—84

Note—10p.; Paper presented at the Annual Meeting of the Society for Educational Biography (2nd, Chicago, IL, May 3-5, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Biographies, *Economics Education, *Educational History, Educational Improvement, Library Services, *State History

Identifiers—*Arkansas, *Moore (Bessie Boehm)

Dr. Bessie Boehm Moore has been a major contributor to library advancement and economics education in Arkansas and throughout the United States. She began her career as a first grade teacher at the age of 14. As one of the first county supervisors in Arkansas, she became alarmed at the paucity of library materials available for student use and succeeded in obtaining county government funds for the purchase of library books. Dr. Moore served

on the Arkansas Library Commission for 38 years. As the state supervisor for elementary education, she became committed to economics education. She has been awarded numerous honors, including Arkansas Woman of the Year and honorary Doctor of Laws. (LP)

ED 242 646 SO 015 569

Ellenbaum, Charles O.

Using Fiction to Teach Introductory Anthropology.

Pub Date—Nov 83

Note—19p.; Paper presented at the Annual Meeting of the American Anthropological Association (Chicago, IL, November 16-20, 1983).

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Anthropology, Case Studies, Course Descriptions, Cross Cultural Studies, *Fiction, Higher Education, Instructional Materials, Student Motivation, Student Teacher Relationship, *Teaching Methods

A discussion of the role of fiction in a college level anthropology course is divided into two sections. The first section describes several advantages of using fiction rather than a text to teach anthropology. Teacher and students share more or less equally in the teaching process with this approach. The teacher is no longer an authority on a subject because the teacher and students explore a novel together. With fiction, there are no right or wrong answers to inhibit discussion. Moreover, well-written fiction arouses higher interest than professional writing in anthropology. Fictionalized case studies offer opportunities to apply values, to integrate the real world with the theoretical, and to develop problem-solving skills. Teachers have a responsibility to help students understand themselves, their culture, and their physical-biotic environment. They must also help students learn to enjoy thinking and learning. Using a teaching method that is meaningful and interesting to the teacher as well as the students, such as the fiction approach, facilitates this process. The second section consists of appendices containing practical course materials. These are: a list of "thought" questions, an example of a fictionalized anthropological case study, a list of group functions, a needs assessment of cross-cultural human resource training, a list of characteristics of good instruction, an outline of course goals, and a 4-page reading list. (LP)

ED 242 647 SO 015 572

May, Wanda Tignor

A Case Study of an Art Curriculum and the Dynamics of Perspectives.

Pub Date—84

Note—59p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Art Education, Case Studies, Curriculum Development, Educational Research, Elementary Education, Learning Experience, Parent Role, *Perception, Preadolescents, Student Experience, Teacher Role

A naturalistic inquiry took place in a 7-week university-sponsored drawing-painting course for 9-12 year olds. Explored were the perceptions of the participants in an art curriculum, particularly those of the students and teacher in relation to program goals and parent views. Perceptions related to art, art processes, art products, self-perceptions about making/viewing art, and this particular art curriculum. The greatest continuity among perceptions was found among students, their parents, and the explicit goals stated by the program. The greatest discontinuity among perceptions was found to be between the program and teacher, the students and teacher, and the parents and teacher/program as actually articulated. Using Elland's conceptual framework regarding theoretical positions in art education, it was found that the teacher presented primarily a mimetic-behaviorist and objective-cognitive position, whereas the students, their parents, and the general program sought a more integrated, eclectic experience. Possible reasons for such discontinuity and implications for curriculum and teaching strategies are explored. (Author)

ED 242 648 SO 015 573

Weiner, Neil C. Robinson, Sharon E.

Cognitive Abilities, Personality and Gender Differences in Math Achievement of Gifted Adolescents.

Pub Date—83

Note—32p.; Paper presented at the Annual Mid-year Conference of the American Educational Research Association Research on Women and Education Special Interest Group (9th, Tempe, AZ, November 3-5, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Advanced Courses, *Cognitive Ability, Educational Research, Females, *Gifted, Males, *Mathematics Achievement, Performance Factors, *Personality Traits, Secondary Education, *Sex Differences

The purposes of this study were to determine whether mathematically gifted boys and girls in secondary schools were significantly different in cognitive abilities and personality factors and to determine whether these cognitive abilities and personality factors were accurate predictors of mathematical achievement. Mathematically gifted boys (n=77) and girls (n=62) who enrolled in two summers of an accelerated mathematics program completed a mathematics reasoning test (SAT-M), a verbal reasoning test (SAT-V), a measure of spatial ability (Group Embedded Figures Test), and a Personality Test (California Psychological Inventory). At the end of each summer program, students received mathematics achievement ratings depending on the number of courses completed. The only significant difference found indicated that boys have higher mathematical reasoning ability than girls. Also, mathematical reasoning ability was determined to be the single best predictor of mathematical achievement for the mathematically gifted boys, while verbal ability was the best predictor of mathematical achievement for the girls. For both the girls and the boys, neither spatial reasoning ability nor personality factors significantly predicted mathematical achievement. (Author)

ED 242 649 SO 015 575

Adams, George And Others

The People of South Asia [Grades K-2].

Burton International School, Detroit, MI.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date—81

Note—76p.; Several drawings and photographs may not reproduce clearly. For a related document, see SO 015 576.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Asian Studies, *Community Characteristics, Comparative Analysis, Cultural Awareness, *Cultural Background, Developing Nations, *Ethnic Groups, *Family (Sociological Unit), Geographic Regions, Geography Instruction, Grade 1, Grade 2, Hindi, Instructional Materials, Kindergarten, Learning Activities, Primary Education, Religion, Religious Cultural Groups, Social Studies, Units of Study

Identifiers—Bangladesh, India, Pakistan

A resource book for primary grade teachers contains materials for a unit on South Asia. Material is divided into 10 sections. Sections 1-4 outline the rationale, goals, and objectives of the unit. Emphasis is on providing background for the understanding of family and social units of the South Asian cultural groups in the United States. Five objectives are listed, including the ability to identify the countries of the region, the ability to discuss aspects of South Asian dress and housing, and the ability to identify basic family organization of South Asian ethnic groups. Section 5 contains an activity to introduce students to family and community organization in South Asia. The remaining sections (6-10) contain lesson plans tagged to each of the five objectives listed in section 4. Activities covered in the lessons include map study, language study, Hindi writing, reading exercises, and cooking. Each lesson outlines objectives, grade level, materials, procedures, and evaluation methods. Readings and pictorials excerpted from a variety of sources are included. (LP)

ED 242 650 SO 015 576

Adams, George And Others

The People of South Asia [Grades 6-8].

Burton International School, Detroit, MI.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of In-

ternational Education.

Pub Date—81

Note—63p.; A few charts and photographs may not reproduce clearly. For a related document, see SO 015 575.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Asian History, *Asian Studies, Buddhism, Comparative Analysis, *Cultural Awareness, *Cultural Background, Developing Nations, *Ethnic Groups, Geographic Regions, Geography Instruction, Grade 6, Grade 7, Grade 8, Instructional Materials, Intermediate Grades, Junior High Schools, Learning Activities, Religion, Religious Cultural Groups, Social Studies, Units of Study

Identifiers—Bangladesh, Gandhi (Mahatma), Hinduism, India, Islam, Pakistan

A resource book for grades 6-8 contains materials to enrich a unit on South Asia. Material is divided into 13 sections. Sections 1-4 outline the rationale, goals, and objectives of the unit. Emphasis is placed on providing background for the understanding of South Asian cultural groups in the United States. Ten objectives are listed, including the ability to identify and describe the major religions of the region, ability to locate and identify the countries and major geographical features of the area, ability to relate South Asia's independence movements to that of the United States, and ability to summarize the role of Gandhi in India's independence movement. Section 5 contains activities to introduce the people, geography, and history of South Asia. The remaining sections (6-13) consist of lesson plans tagged to each of the 10 overall objectives outlined in section 4. Examples of activities are vocabulary development, map and chart interpretation, comparative analysis, and research. Each lesson includes listings for subject area, grade level, procedures, materials, a major activity, and evaluation procedures. Readings and pictorials excerpted from a variety of sources are included. (LP)

ED 242 651 SO 015 577

Adams, George And Others

People of the Appalachians.

Burton International School, Detroit, MI.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date—82

Note—367p.; Drawings and photographs may not reproduce clearly.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—*Area Studies, Biographies, Cultural Awareness, *Cultural Traits, Dance, Family (Sociological Unit), Folk Culture, Geography, Handicrafts, Housing, Instructional Materials, Interdisciplinary Approach, Intermediate Grades, Junior High Schools, Learning Activities, Literature, Middle Schools, Music, *Regional Characteristics, Religion, Social Change, Social Studies, Stereotypes, Units of Study, Values

Identifiers—*Appalachia, Appalachian People

Suitable for use in middle school classes, this interdisciplinary resource book on the culture of Appalachia is divided into 15 units. Topics covered are: stereotyping, values, geography, coal, people, family, housing, biographies, literature, music, crafts, dance, religion, wisdom, and change. Through a variety of learning activities and instructional materials, students compare the values held by Appalachian people to mainstream American values, explore stereotypes about Appalachia in popular literature, develop map skills, complete puzzles, analyze literature and music, examine different types of architecture, and write stories. Each unit contains a lesson plan detailing goals, objectives, materials, and procedures. (LP)

ED 242 652 SO 015 578

Holmes, Edward, Jr.

A Brief Review of Black Cowboys in the Territory of Arizona.

Pub Date—11 Apr 84

Note—53p.; Paper presented at the Rocky Mountain Regional Social Studies Conference (Phoenix, AZ, April 11-14, 1984). Photographs may not reproduce clearly.

Pub Type—Guides - Classroom - Teacher (052) — Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Black Achievement, *Black History, *Black Studies, Curriculum Development, Ele-

mentary Secondary Education, Instructional Materials, Racial Bias, *State History, United States History, Units of Study

Identifiers—*Arizona, *Cowboys, Frontier History
Designed to aid K-12 teachers in preparing a unit on the West, this paper summarizes the role of black cowboys in the Arizona territory and provides strategies and resources on teaching the subject. Section 1, an introduction, contains a list of unit objectives and discussion of instructional methods and techniques. Sections 2 through 8 contain content information on black cowboys, frontier hierarchy, frontier discrimination, and the black cowboy in fiction. Of 35,000 men who went up the Chisolm Trail between 1865 and 1895, at least 5,000 were black. In the Arizona Territory, one quarter of the cowboys were reported to be black. While blacks rarely rose to the position of ranch foreman or trail boss in the frontier hierarchy, they often held the position of trail cook, bronco buster, roper, and top hand. Other positions held by blacks included hands, wranglers, and wranglers' assistants. Among the famous black cowboys were Nat Love, known in popular fiction as "Deadwood Dick," Isom Dart, and Crawford Goldsby. A 10-page bibliography contains a selection of media resources, books, and local historical associations. Numerous photographs and maps illustrate the text. (LP)

ED 242 653 SO 015 579
First Steps: Fostering Creativity in Vermont's Schools & Communities.

Vermont Alliance for Arts in Education, Montpelier.

Pub Date—Nov 82

Note—24p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitudes, Classroom Environment, *Creative Development, Creative Teaching, *Creativity, Creativity Research, Educational Facilities, Educational Needs, Educational Trends, Elementary Secondary Education, Futures (of Society), Humanistic Education, Learning Activities, Learning Experience, Personality Traits, Teacher Education

A set of "creative competencies" provides a framework for assessing the extent to which local school environments contribute to the production of creative citizens. Following an introduction to rationale and organization of the Vermont Creativity Task Force, material is divided into five substantive sections. Section 1 pinpoints the characteristics of a creative personality, including such attributes as flexibility, persistence, judgment, and detached involvement. Section 2 explores the attitudinal factors conducive to creativity. Components considered are respect for a discipline of knowledge, concern for process over product, development of a creative atmosphere, emphasis on flexibility, acceptance of failure, and provision of encouragement. Section 3 outlines environmental factors conducive to creativity, such as variation in learning spaces and architecture. Section 4 details the role of materials in fostering creativity. The final section outlines steps that should follow this report, including the need to visit local projects, to identify exemplary programs, to develop resource packets, and to initiate training. Two additional sections contain 4 pages of resources and a response sheet. (LP)

ED 242 654 SO 015 580
Falkenstein, Lynda Carl
Global Education: State of the Art. Research Summary Report.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 83

Contract—400-83-0005

Note—44p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitudes, *Cross Cultural Studies, *Curriculum Development, *Educational Trends, Elementary Secondary Education, Futures (of Society), *Global Approach, Humanistic Education, Social Studies, World Affairs

While American schools have long offered some kind of international education, the approach to this topic has been characterized by a Western orientation, a nationalistic perspective that conveys the superiority of the United States, an omission of information about other cultures, a message that all people are the same, and an elitist focus. Such ap-

proaches to international education are no longer consistent with the needs of an interdependent world. Global education, the effort to foster a world view and a realization of the interconnectedness of people, is a necessity, given the context of changes in social, economic, and political structure of the world. This approach emphasizes interdependence, diversity, empathy, multiple loyalties, cooperation, human rights, participation, change, and conflict management. Some significant models have been developed for teaching global education, among them the curricula developed by Minnesota, Florida, Chicago, and the Longview Foundation project. Much yet needs to happen. Massive implementation of global education goals needs to occur in both formal and informal curriculum. Altering the "social curriculum" and/or responding to it in constructive ways offers the most significant challenge of all. (LP)

ED 242 655 SO 015 581

Dudley-Smith, Carolyn And Others

Achieving Sex Equity through Social Studies in the District of Columbia Public Schools, Grades K-6. A Competency Based Curriculum Guide.

District of Columbia Public Schools, Washington, D.C.

Pub Date—84

Note—114p. Prepared by the Office of Sex Equity in Vocational Education.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavioral Objectives, *Career Awareness, *Career Education, Competency Based Education, Curriculum Development, Elementary Education, Females, Learning Activities, Legislation, Males, *Sex Fairness, Sex Role, *Social Studies, Units of Study, Vocational Education Identifiers—*Title IX Education Amendments 1972

A series of social studies units and activities for achieving sex equity and fostering a nontraditional career orientation among elementary students is provided. Directions for using the guide and a list of objectives for the primary and intermediate grades precedes two substantive sections. Section 1 contains three units for grades K through 3 on sex role evaluation, career aspirations, and sex fairness. Section 2 contains the following units for grades 4 through 6: growing up female and male in America, exclusion, and sex fairness in vocational education. In addition to suggesting the specific grade at which each activity should be taught, each unit lists a formal behavioral objective, 2 instructional activities, resources to accompany the activities, and 3 assessment tasks. Supplemental information includes a glossary, list of supplementary resources, summary of the regulation for Title IX, the District of Columbia school superintendent's directives for sex equity in vocational education, copy of the superintendent's bulletin, and two newspaper articles describing the Washington, D.C. Sex Equity Fair. (LP)

SP

ED 242 656 SP 022 513

Teaching Pupils How Their Written Words Are Published into Print: Publishing Activities Center (PAC) Curriculum Guide.

New York State Education Dept., Albany.

Pub Date—81

Note—91p.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrator Role, Content Area Writing, Curriculum Guides, Elementary Secondary Education, *Learning Resources Centers, Program Descriptions, Reading Skills, Student Developed Materials, *Student Publications, Teacher Role, Writing (Composition), *Writing for Publication, Writing Improvement, Writing Skills

Identifiers—PF Project, Sample Materials

The curriculum guide describes a hands-on publishing activity center as a means of encouraging student improvement in basic skills. Arranged into three parts, part 1 gives program administrators a general program overview, program goals, content area applications, tips for creating a program, information about necessary equipment and supplies, and a list of public relations activities. Part 2 provides teachers and para-professionals with an intro-

duction and a detailed description of a publishing activity center (including physical layout of the center, specific operation of equipment, and activities for teachers, paraprofessionals, and students). Directions are given for making a paste-up and integrating social studies, art, math, and science into the program. The final section provides pupils with a list of 19 steps to publishing success, information about jobs on a school publication, and samples of work published by students in other schools. Appendices include posters that may be removed from the curriculum guide and used as a teaching aid. (LH)

ED 242 657 SP 023 622

Excellence in Education through Technology: The West Virginia Task Force on Technology in Education Final Report.

West Virginia State Dept. of Education, Charleston.

Pub Date—Oct 83

Note—54p.

Pub Type—Reports - Descriptive (141) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Computer Assisted Instruction, *Computer Literacy, Curriculum Development, *Delivery Systems, Educational Improvement, *Educational Policy, *Educational Technology, Elementary Secondary Education, Microcomputers, *Program Development, *Program Implementation, Social Change, *Statewide Planning Identifiers—*West Virginia

There are three primary driving forces in West Virginia for responding to problems and for directing efforts concerning technology in education: (1) the "Master Plan for Public Education," calling for universal computer literacy, provides a framework for addressing within the educational system the issues, goals, and needs of an emerging information society; (2) the installation of a model of statewide computer-assisted education network has initiated an innovative approach to education that is planned to involve every school in the state; and (3) the commitment of the West Virginia educational system to technology has been demonstrated through the appointment of the West Virginia Task Force on Technology in Education. This monograph submits the final report of the Task Force to the State Superintendent of Schools. Information is provided on: (1) implementing the Task Force action plan; (2) the Task Force position statement, intent and visions, and recommendations; (3) assumptions; (4) a definition of technology in education; (5) programmatic implementation objectives; (6) identification of fiscal alternatives; and (7) disseminating the Task Force report. A detailed description of activities conducted by the Task Force to implement its plan of action is included in the appendices. (JD)

ED 242 658 SP 023 706

Williams, Robert T.

Program Evaluation through Informal Comparisons.

Pub Date—3 Feb 84

Note—18p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Admission Criteria, Decision Making, *Educational Change, Evaluation Methods, Higher Education, Policy Formation, Preservice Teacher Education, *Program Evaluation, *Program Improvement, Schools of Education, *Self Evaluation (Groups), Teacher Education Programs, *Teacher Supply and Demand

Recommendations are made for improving teacher education starting with internal reform on the part of individual schools of education. It is pointed out that institutions, acting independently and comparing their programs in a realistic way with similar programs in other schools, can identify weaknesses and are in a position to rectify them. An example is given of the problem of teacher supply and demand, with shortages in some teaching fields and surpluses in others. It is noted that this is an indication that many institutions are following a pattern that contributes to this imbalance. An institution, it is pointed out, has an option to reduce its production of graduates in the surplus field and increase production in the shortage field. It is suggested that, by cutting out weaker students in fields of surplus, the following benefits would be seen: (1) an increase in the quality of the remaining graduates; (2) a more favorable student-teacher ratio; (3) an opportunity to redirect or reduce teacher education expenditures; (4) an increase in morale and self-respect in teacher education students and faculty; (5) a reduction in the number of graduates who

can't get a job in their field of certification; (6) a reduction in the number of teachers available for out-of-field assignments; (7) a reduction in the number of teachers who perform poorly; and (8) an increase in the image of teacher education. (JD)

ED 242 659 SP 023 738
A National Emergency in Teaching. A Report from the Council of Chief State School Officers.
Council of Chief State School Officers, Washington, D.C.

Pub Date—Jan 84
Note—155p.
Pub Type—Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Basic Skills, *Competency Based Teacher Education, Educational Change, Higher Education, *Inservice Teacher Education, *Preservice Teacher Education, *State Standards, *Teacher Certification, Teacher Education Programs, Teacher Placement, *Teacher Recruitment, Teaching Conditions, Teaching Experience
Identifiers—*Council of Chief State School Officers, Extended Degree Programs

Will the nation have the trained teaching force required to deal with educational problems in the 1980s and beyond? Concern with the issues that relate to the answer to this question led the Council of Chief State School Officers to appoint an Ad Hoc Committee to investigate these issues. The committee sent a survey to the 50 chief state school officers in the summer of 1981 to document then current state policies which affected the quality of teachers and training. This report consolidates and synthesizes information from the survey into six chapters. Chapter I deals with attracting, preparing, licensing, and retaining persons for the teaching profession. The second chapter discusses attracting people to the teaching profession. Chapter III examines issues involved in preparing persons for teaching. The fourth chapter details the licensing of persons for the teaching profession. Chapters V and VI outline ways to retain teachers and research recommendations respectively. The appendix offers a state by state breakdown on chapter topics. (JMK)

ED 242 660 SP 023 845
Saccone, Peter P.
It's "Funner" to Be a Runner Physical Education/Classroom Program.
Cajon Valley Union School District, El Cajon, Calif.
Pub Date—84

Note—31p.; Diagrams on pages 20-22 may not reproduce well.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Aerobics, Cardiovascular System, Class Activities, Demonstration Programs, Elementary Education, Exercise, Guidelines, Interdisciplinary Approach, *Jogging, *Physical Education, *Physical Fitness, Program Descriptions, Program Effectiveness, Program Implementation, *Running, Self Concept
Identifiers—PF Project, Respiratory System, *Walking

A K-6 physical education/classroom program is presented which is designed to promote cardiovascular fitness and respiratory efficiency along with physical, mental, emotional, and social health. It is pointed out that this program costs little, is appropriate for all ages, is simple to put into effect, can be interdisciplinary, and can be extended outside of the classroom. The program is divided into the following three segments, of which one or more may be used: (1) the physical education segment (walking, running, or jogging during physical education class); (2) the classroom segment (integration with subject areas); and (3) the outside school segment (running in weekend road races). A letter to educators, a detailed introduction, and specific steps for implementation are included. Material in the appendix includes a sample letter to parents, names and addresses in the San Diego area where race entry forms are obtainable, the availability of a videotape of this program, and a sample of the "It's Funner to be a Runner" T-shirt design. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (EM)

ED 242 661 SP 023 846
Cannon, Geneva
Survival Guide for Substitute Teachers.

Worcester County Board of Education, Snow Hill, Md.

Pub Date—[Jan 84]
Note—17p.; Accompanying set of transparencies is available upon request.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Techniques, Discipline, Elementary Secondary Education, Guidelines, Lesson Plans, Planning, Student Behavior, *Substitute Teachers, *Teacher Behavior, *Teacher Responsibility, Teacher Role
Identifiers—PF Project

Practical suggestions for creating and maintaining a productive and positive classroom environment are presented in this guide for substitute teachers. Suggestions for executing emergency lesson plans as well as tips for effective management techniques are included. Substitutes are advised to: visit the school or call the teacher ahead of time if possible; arrive early to review teaching materials and learn procedures; be prepared and have necessary materials ready; stand near the door to greet the students and be friendly, calm, courteous, and firm; inform the students about the situation; give the lesson objective and keep students on task; summarize the day's lesson and activities for both the students and the teacher; and complete any housekeeping responsibilities. (JH)

ED 242 662 SP 023 847
Meet Seymour Safely. Seymour Safely Activity Book I.

American Optometric Association, St. Louis, Mo.
Pub Date—Jan 74

Note—32p.
Available from—Vision Education Service, American Optometric Association, 243 N. Lindberg Blvd., St. Louis, MO 63141 (\$2.00 prepaid).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Basic Skills, Educational Games, Elementary Education, Eye Hand Coordination, Eye Movements, *Eyes, Instructional Materials, Learning Activities, Motor Development, Music Activities, Perception, Perceptual Development, *Safety Education, Skill Development, *Visual Discrimination

Identifiers—PF Project
This activity book teaches elementary school students about good vision and eye safety through a combination of puppet plays, stories, songs, and games. Nine games are provided to help children develop vision skills including visual memory, visual perception, directionality, spatial orientation, and visual-motor responses. Master Plans for making an eye safety puppet are included. (LP)

ED 242 663 SP 023 848
Meyer, James H., Comp.

Cardiovascular Disease and Cancer: Student Awareness Activities.
Area Education Agency 7, Cedar Falls, IA.
Pub Date—17 Jun 81

Note—38p.
Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cancer, *Cardiovascular System, Class Activities, Disease Control, *Disease Incidence, *Diseases, *Health Education, Heart Rate, High Schools, Human Body, Learning Activities, Life Style, Physical Fitness, Physical Health, *Prevention, Science Activities

Identifiers—Blood Pressure Determination, PF Project

Awareness activities pertaining to cancer and cardiovascular disease are presented as a supplement for high school science classes. The exercises can be used to enrich units of study dealing with the circulatory system, the cell, or human diseases. Eight activities deal with the following topics: (1) cardiovascular disease risk factors; (2) cardiovascular fitness; (3) cardiovascular responses (blood pressure and heart rate); (4) the incidence of cancer correlated with age; (5) the incidence of cancer correlated with life-style factors; (6) clues to cancer prevention; (7) the incidence, diagnosis, and prognosis of cancer; and (8) an overview of cancer. Most of the activities can be completed in a 55-minute class period and permit teacher-student question and discussion time. The activity providing an overview of cancer requires more than one class period to allow for out-of-class research. Suggested answers and conclusions for each activity and a list of

pamphlets on cancer awareness with availability information are included. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (JW)

ED 242 664 SP 023 865
Gee, Elsie W.

Applying Research to Teacher Education: Overview of Research Utilization in Elementary Teacher Education.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Oct 83

Contract—400-83-0003
Note—22p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Jackson Hole, WY, October 13-15, 1983).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Research, *Elementary School Teachers, Higher Education, Inservice Teacher Education, *Preservice Teacher Education, Program Effectiveness, Research and Development, *Research Projects, *Research Utilization, *Teacher Effectiveness
Identifiers—*Teacher Education Academies

The design and implementation of a two-year project on research utilization in elementary teacher education (RUETE) integrates: (1) the application of research on effective instruction; (2) the utilization of processes of adult learning in a systematic manner; and (3) the development of teacher education academies. The first of the study's two phases is designed to establish a Regional Teacher Education Team (RTET), incorporate recent research findings from elementary school effectiveness studies into the preservice elementary school teacher education process, and to inform the initiation of the teacher education academies. The second phase proposes to concentrate on more fully developing the academies, which are the cornerstone of both phases. These teacher education academies will: (1) understand the content of classroom effectiveness research; (2) engage in collaborative inquiry; (3) identify the present and future staffing criteria and staff development priorities of the cooperating school districts; (4) analyze classroom instruction; and (5) apply instructional research to classroom instructional problems. This paper briefly describes the effective instruction framework adapted for this project, selection of the three study sites (in Utah, Nevada, and California), collaborative interactive research and development process of adult learning, design of Phase 1, and projections for Phase 2. (CJB)

ED 242 665 SP 023 868
Edwards, Linda E. And Others

A Cross-Sectional Comparison on the Perceived Importance of Pre-Determined Characteristics of Successful Physical Educators.

Pub Date—83
Note—28p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (1st, Jackson Hole, WY, October 13-15, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitude Change, Classroom Techniques, Education Majors, *Physical Education Teachers, *Student Attitudes, Student Teacher Relationship, Student Teachers, *Teacher Attitudes, Teacher Behavior, *Teacher Characteristics, *Teacher Effectiveness, *Teaching Experience, Teaching Styles

A study examined the differences in perception of characteristics necessary for success as a physical educator among beginning and senior physical education majors, student teachers who had completed a year of field experience, entry year teachers, and teachers with at least five years of teaching experience. Subjects placed in rank order 25 characteristics which had been determined to be representative of general behaviors or qualities necessary for a successful physical educator. Beginning majors had significantly different perceptions than groups with greater educational or teaching experience. Management characteristics were given more value by teachers with field experience than by students in preparation. The groups tended to be more consis-

tent in the identification of least important characteristics than in consistently determining those of most importance. Professional characteristics lessened in value after the entry into professional preparation courses and continued to decline in importance with field experience. (JD)

ED 242 666 SP 023 945

CBEST Performance in Relation to Personal Background Factors.

California Commission of Teacher Credentialing, Sacramento.

Pub Date—Jan 84

Note—35p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attendance Patterns, Basic Skills, Cultural Background, Educational Background, *Education Majors, Ethnic Groups, Full Time Students, Grade Point Average, Higher Education, *Minimum Competency Testing, Part Time Students, *Performance Factors, Preservice Teacher Education, *State Standards, *Student Characteristics, *Teacher Certification

Identifiers—*California Basic Educational Skills Test

The California Basic Educational Skills Test (CBEST) was developed as the means by which applicants for teaching or service credentials could demonstrate proficiency in reading, writing, and mathematics. Demonstration of proficiency in these skills was required for the issuance of a credential starting February 1, 1983. When examinees registered for the test, they filled out a background questionnaire. Responses to questions were analyzed in relation to the pass-fail determination made on the basis of test scores. Factors which appear to have some relationship to CBEST performance are: (1) full-time vs part-time attendance for students working toward a baccalaureate degree; (2) attendance at a community college prior to enrollment in a four-year institution; (3) whether or not an examinee had received any tutorial work in these skills after graduating from secondary school; (4) country in which secondary school education was obtained, and facility in English compared with another language; and (5) sophomore and senior grade-point averages. Eleven tables are included in the body of this report, which deals specifically with only some of the background questions. Appended are 14 additional tables and the CBEST background questions. (JMK)

ED 242 667 SP 023 964

Munroe, Mary Joanne

Effective Teaching: Commitment to Learning in the Mainstream Classroom.

Pub Date—24 Feb 84

Note—21p.; Paper presented at the Greater Edmonton Teachers' Convention Association (Alberta, Canada, February 24, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Delivery Systems, *Mainstreaming, Secondary Education, *Special Education Teachers, *Student Needs, Teacher Behavior, *Teacher Effectiveness, Teacher Role, *Teaching Methods, *Teaching Styles

Models for structuring professional collaboration among teachers and special education staff in delivering services to mainstreamed secondary school students are described: (1) "Traditional Model"—special educators provide instruction in content areas so that students meet graduation requirements, and the students' enrollment in elective courses integrates them in the mainstream of the school schedule; (2) "Consultative Model"—resource teachers maintain services by being available to teachers and assisting in modifying materials, providing resources, and proctoring assessment procedures; and (3) "Decentralized Model"—members of the special education staff are assigned to different functions, including team teaching, remediation assistance, and consultant assistance to department members in regard to identified students. Tips are offered on specific teacher behaviors which are effective with different types of students—the visual learner, the auditory learner, and the tactile learner. Emphasis is placed on active monitoring of student progress, positive and sustaining feedback, and constructive interaction patterns which focus on enhancing student achievement. (JD)

ED 242 668
Wells, Kim

SP 023 972

Teacher Socialization in the Educational Organization: A Review of the Literature.

Pub Date—Feb 84

Note—25p.; Paper presented at a Convention of the Western Speech Communication Association (Seattle, WA, February 18-21, 1984).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adoption (Ideas), *Attitude Change, *Beginning Teachers, *Bureaucracy, Elementary School Teachers, Elementary Secondary Education, *Preservice Teacher Education, *Role Models, Secondary School Teachers, Significant Others, *Socialization, Teacher Attitudes, Teacher Behavior

A review of the literature on teacher socialization reveals emphasis on two broad research categories: outcomes of teacher socialization, and factors that influence those outcomes. Research is consistent with respect to the outcomes of socialization. Progressive and liberal views that students adopt during college shift after their initial teaching experiences, and new teachers come to accept traditional values and attitudes toward education in order to work within the organizational system. The research on factors that influence the socialization process has been concentrated in three areas: university training, the school bureaucracy, and the impact of role models on the neophyte. Much research focusing on university training as a factor influencing socialization concludes that the neophyte is not adequately trained and has no choice but to conform to existing, traditional perspectives. The impact of the school bureaucracy teaches the neophyte that conformity to rules and regulations and adopting traditional teaching methods and values will bring acceptance and rewards. Role models within the school system have a great impact upon the beginning teacher's adoption of teaching strategies and values, and reliance on colleagues helps them learn to survive within the school system. Implications for future research are also described. (JD)

ED 242 669 SP 023 974

Young, Michael Williamson, Doug

Kindergarten Children and Drugs: Beliefs, Use and Expected Use.

Pub Date—83

Note—21p.; Paper presented at a Convention of the American School Health Association (Louisville, KY, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beliefs, Comprehension, Drug Abuse, *Drug Education, *Drug Use, *Kindergarten Children, *Knowledge Level, Primary Education, *Student Attitudes

A study identified correlates of selected beliefs about drugs, personal drug use, and expected drug use among kindergarten children. As part of a state-wide drug education project, 112 kindergarten children from 5 elementary schools were individually interviewed. Analysis of the data indicated significant relationships between personal use of drugs and race, living arrangement, beliefs about drugs, and expected use of drugs. Significant relationships also existed between expected use of drugs and drug knowledge, beliefs about drugs, and personal use of drugs. Most children exhibited much misinformation about drugs. Early drug education programs should help children develop a correct concept of what drugs are and provide correct information regarding the safe and acceptable use of drugs. Five tables of study data are appended. (Author/JD)

ED 242 670 SP 023 991

Given, Barbara K. Ed.

Mainstreaming: A Concept in Faculty Preparation

(A Final Report).

George Mason Univ., Fairfax, Va. Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Div. of Personnel Preparation.

Pub Date—Aug 83

Grant—G0080000965

Note—235p.; Prepared in the Departments of Health, Physical Education, and Education.

Pub Type—Reports - Descriptive (141) — Collected Works - General (020)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Disabilities, Elementary Secondary Education, *Faculty Development, *Health Education, Higher Education, Inservice Teacher Education, Learning Disabilities, *Mainstreaming,

Physical Disabilities, *Physical Education, Preservice Teacher Education, Special Education, Student Role, *Teacher Educators, Teacher Role Identifiers—*Deans Grant Project, George Mason University VA

This five-section publication is the final report of Northern Virginia's George Mason University on its federally financed Dean's Grant Project of 1980-83. Section I of the report, "Four Views on Mainstreaming," gives an indication of the degrees of faculty awareness of the educational needs of handicapped individuals evident at the beginning of the project's second year. Section II, "Raising Awareness," contains edited transcripts of representative presentations made available to the faculty for informational purposes. The third section, "Reshaping Teacher Education," contains edited transcripts of presentations and copies of articles developed, for the most part, as course projects. Section IV, "Maintaining the Momentum," contains edited presentations given at the fourth retreat. The final section, "Analysis: Was the Gain Worth the Grind?" discusses evaluation of the project. (JMK)

ED 242 671 SP 023 993

Jordan, Jennifer

Teacher Education Admissions Seminar.

East Texas State Univ., Commerce. Dept. of Secondary and Higher Education.

Pub Date—84

Note—25p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (64th, New Orleans, LA, January 28-February 1, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Course Content, *Course Objectives, *Education Courses, *Field Experience Programs, Higher Education, *Introductory Courses, Learning Activities, *Observation, *Preservice Teacher Education, Teacher Education Curriculum

Identifiers—East Texas State University

The Teacher Education Admissions Seminar (TEAS) is the first course in the education sequence at East Texas State University. TEAS is a required course for all students who wish to enter the teacher education program, and it is suggested for anyone considering teaching as a career. This document contains a description of the seminar's presentation, an outline which serves as a foundation for discussion of the seminar, and a description of the seminar. Ideas for early involvement of students in a teacher education program, enhancing communications with those students, and exploring the implications of teaching as a career are emphasized. Following a listing of course objectives, a TEAS syllabus lists topics covered during each weekly seminar. These are: (1) introduction and overview of seminar; (2) registration for observation field experience and discussion of observation techniques; (3) admission procedures to the teacher education program; (4) degree and certificate requirements; (5) basic skills competency assessment; (6) challenges in public education; (7-9) trends and issues in education; (10) career opportunities in education; (11) professionalism in education; (12) teacher effectiveness; and (13-15) observation of field experiences. Grading procedures, and activities which must be completed to obtain certain grades, are outlined. An appendix contains supplemental materials used during the weekly seminars. (CJB)

ED 242 672 SP 024 000

Khullar, Gurdeep S. Antonelli, George A.

Comparative Analysis of the Basics of Teacher Education and Training.

Pub Date—[83]

Note—67p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Admission Criteria, Comparative Analysis, *Governance, Graduation Requirements, Higher Education, *Majority Attitudes, Preservice Teacher Education, *Program Content, Research Methodology, Student Teaching, Teacher Attitudes, Teacher Certification, *Teacher Education Programs, *Teacher Educators

Identifiers—Arkansas

A study compared and contrasted the attitudes and opinions of a diversified and randomly selected sample of educators and administrators in the field of teacher education. Study questionnaires sought

opinions on six major factors of the basics of teacher training: (1) governance and organization; (2) program content; (3) pre-student teaching experience; (4) student teaching; (5) certification; and (6) entrance/exit requirements. The three major sub-populations in the survey were: teacher education staff from the University of Arkansas at Pine Bluff; educators and administrators in the field of teacher education in the state of Arkansas; and administrators from the Leadership Cadre of the Association of Teacher Educators (a national organization). Data from educator responses are analyzed and compared three ways: (1) comparison of the University of Arkansas at Pine Bluff responses with the responses of the state of Arkansas sample; (2) comparison of the University of Arkansas at Pine Bluff responses with the national sample; and (3) comparison of the state of Arkansas sample responses with the responses of the national sample. Statistical procedures used to analyze the 40 questions relating to respondent opinions and attitudes included: percentage, mean, analysis of variance, etc., and multiple classification analysis. Detailed charts and results are included. (JD)

ED 242 673 SP 024 001

Fogarty, Joan L. And Others

A Descriptive Study of Experienced and Novice Teachers' Interactive Instructional Thoughts and Actions.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83

Note—46p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Beginning Teachers, Classroom Techniques, Cognitive Processes, Elementary Secondary Education, Inservice Teacher Education, *Instructional Improvement, *Learning Strategies, Preservice Teacher Education, *Prompting, *Teacher Effectiveness, *Teacher Response, Teaching Experience, Teaching Methods

A study was aimed at developing a methodology for describing competent classroom teaching performance and analyzing components of competent classroom decision making to be used in improving preservice and inservice teacher training programs. Information processing research suggests that expertise in semantically rich domains involves the ability to apply knowledge effectively in response to environmental cues. This study investigated differences between experienced and novice teachers in terms of: (1) their use of student performance cues; (2) their instructional actions and the relationship of these actions to student performance cues; and (3) the nature of their instructional goals and prior instruction-related knowledge. Stimulated recall data were collected on three experienced and five novice teachers. Results showed that, while both groups attended to the same number of cue categories, experienced teachers implemented twice as many kinds of instructional actions and considered a greater variety of goals, while exhibiting more complex associations between cue and action categories. (Author)

ED 242 674 SP 024 009

Hopfinger, Jerrold Lasley, Thomas

Teacher Recruitment: Recommendations for Program Implementation.

Pub Date—Feb 84

Note—23p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (64th, New Orleans, LA, January 28-February 1, 1984).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Ability, *Career Choice, Core Curriculum, Curriculum Development, Higher Education, Preservice Teacher Education, Professional Recognition, *Program Development, Scholarships, *Schools of Education, *Student Characteristics, *Teacher Recruitment, Teacher Salaries

Based on research studies, the current literature, and findings emerging from efforts to recruit well-qualified teacher education students for the University of Dayton, seven recommendations were developed for teacher educators to consider in implementing a formal, systematic recruitment program: (1) Teacher recruitment should begin with the

identification of the essential characteristics a prospective teacher should possess to excel in teaching; (2) Some type of "personal touch" should be included, such as a personalized letter or an in-depth telephone conversation with a prospective student; (3) Teacher recruitment should include some form of campus visitation to meet with faculty members, administrators, and teacher education students; (4) Recruitment efforts should be a joint enterprise, entailing the cooperation of faculty and admissions office personnel; (5) Teacher recruitment should be a formalized, well-coordinated effort; (6) Recruitment efforts are enhanced if scholarships are available; and (7) Teacher recruitment should be directed at students who have an interest in teaching as both a life-long profession and a short-term career. Steps in planning and implementing a successful recruitment program are outlined in the appendix. (JD)

ED 242 675 SP 024 041

Branch, Jan S.

Change Will Amount to Naught in a Leadership Vacuum.

Pub Date—Feb 84

Note—15p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (36th, San Antonio, TX, February 1-4, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Agents, *Educational Change, *Educational Responsibility, Futures (of Society), *Group Unity, Higher Education, *Leadership Responsibility, *Schools of Education, *Teacher Associations, *Teacher Education, Teacher Educators

In the teacher education field, each school, college, department of education (SCDE), school district, education professor, and professional teacher organization operates as an unrelated entity. There is a lack of any coherent direction to the reforms that are currently under consideration, and an absence of a unified voice for or about teacher education. Five basic questions which require consideration and agreement are: (1) What is teacher education? (2) Who is responsible for teacher education? (3) Who is the voice for teacher education? (4) Through what structure(s) can an agenda for the future of teacher education be attacked? and (5) What can be accomplished through unification? An appropriate line of action would be to communicate what teacher education is and is not, and within the parameter of what it is, to clarify the responsibilities of SCDEs. Teacher educators have been excluded from national invitational meetings called to discuss solutions to educational problems, possibly because there has not yet been articulated a clear, concise message as to what teacher education is and is not. The now fragmented teacher education associations could become united through a new Confederation of Teacher Educators which could provide leadership and speak to the public and state policymakers with one coherent voice. (JD)

ED 242 676 SP 024 046

Soh, Kay-Cheng

Student-Teachers' Backgrounds and Motives for Teaching: A 1968-1981 Comparison. IE Occasional Paper No. 11.

Institute of Education (Singapore).

Report No.—ISBN-9971-953-08-0

Pub Date—Feb 83

Note—75p.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Career Choice, Comparative Analysis, *Decision Making, *Education Majors, Foreign Countries, Full Time Students, Higher Education, Part Time Students, Preservice Teacher Education, *Student Characteristics, *Student Motivation, *Teaching (Occupation)

Identifiers—Singapore

A major change which has taken place in Singapore is the introduction of full-time teacher training programs to replace part-time programs. This study compared characteristics and motives for teaching of full-time students admitted into the teacher education program in 1981 with those of part-time students of the late 1960s. A background of the study is presented, including details on general social conditions in Singapore, education-related conditions, studies of teacher characteristics, social origins of

teachers, and motives for teaching. Study methodology described include study population and respondents (N=491, 87 percent of population), the 2-part questionnaire examining background information and motives for teaching, and data collection and analysis. Among results discussed in this report are: (1) family occupational background of teacher education students; (2) teaching experience; (3) age when career choice was made; (4) guidance sought in making career choice; (5) firmness of career choice; (6) relatives with teaching backgrounds; and (7) influences affecting career choice, including working with children, financial difficulties, alternatives to teaching careers, vacation possibilities, challenge of teaching, and interest in teaching. The questionnaire and a bibliography are included. (CJB)

ED 242 677 SP 024 050

Martin, Ralph E., Jr. Wood, George H.

Early Field Experiences: Unification of Cooperating Teachers' and Teacher Education Students' Diverse Perspectives.

Pub Date—Apr 84

Note—41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Choice, *Cooperating Teachers, Educational Research, *Field Experience Programs, Higher Education, Preservice Teacher Education, *Student Attitudes, *Student Teacher Relationship, *Student Teachers, Student Teacher Supervisors, *Teacher Attitudes

A study was made of the perceived success or failure of early field experiences prior to student teaching as perceived by cooperating teachers (CT) and field experience students (FES). Subjects were secondary school teacher education majors (n=145) and their cooperating teachers (n=34). Measures were taken of expectations, problems, and values over a period of nearly two years. Questions directed to the CTs concerned expectations they brought to the experience, problems they incurred in dealing with FESs, and help they received from the FESs. Field experience students were queried about expectations they brought to the experience and usefulness of the field experience as they decided about and prepared for a teaching career. A third question sought to determine ways in which the diverse perspectives of CTs and FESs hindered the development of a positive field experience. A comparison was made of responses to the questions, and major factors which emerged as significant were analyzed. Potential difficulties revealed by responses are discussed in this paper and methods suggested for bringing diverse outlooks closer together. Appended tables provide data on responses to specific problem statements and comparisons of attitudes toward the experience. (JD)

ED 242 678 SP 024 053

Dobson, Russell L. Dobson, Judith E.

The Congruency of Teachers' Beliefs and Practices.

Pub Date—[83]

Note—13p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Measures, Beliefs, *Educational Philosophy, *Educational Practices, *Educational Principles, Elementary Secondary Education, Inservice Teacher Education, *Measurement Techniques, Metacognition, Self Evaluation (Individuals), *Teacher Attitudes, Teacher Behavior

A report is given of a procedure that may be used by teachers to reconsider their educational beliefs and practices, and determine whether their teaching behaviors are in accordance with their professed beliefs. Part I of the procedure, the Educational Beliefs System Inventory, is a 69-item inventory composed of statements of beliefs about human nature, motivation, conditions of learning, social learning, intellectual development, knowledge, and society. An equal number of statements from three different philosophic camps accompany these statements so the teacher may check a preferred philosophy. The choices are drawn from: (1) behavioristic psychology (essentialism); (2) cognitive psychology (experimentalism); and (3) humanistic psychology (existentialism). The second part of the procedure, the Educational Practice Belief Inventory, requires responses to statements on beliefs about instruction, curriculum, organization, content, materials and re-

sources, and evaluation and provides a philosophical profile of the individual relative to the three philosophic camps. A graphic depiction of results will produce an individual profile of beliefs and practices. It is suggested that comparison and discussion of the profiles will inspire thinking and dialogue about the professional direction the teacher or faculty wish to pursue. (JD)

ED 242 679 SP 024 057

Goodman, Jesse
Field Based Experience: A Study of Social Control and Student Teachers' Response to Institutional Constraints.

Pub Date—Apr 84

Note—38p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Techniques, Cooperating Teachers, Elementary School Teachers, Field Experience Programs, Higher Education, *Personal Autonomy, Preservice Teacher Education, *Role Conflict, Self Determination, *Socialization, Social Values, *Student Teacher Attitudes, *Student Teachers, Teacher Behavior

An ethnographic study of 12 student teachers in an elementary school field-based program determined, through observation and interviews, how they reacted to the socializing process that is an integral factor in practicum experiences. Institutional and social forces that shaped these preservice teachers' behaviors and ideas were the elementary school curriculum and the accountability/testing movement. The majority were observed doing routine, mechanical types of teaching activities involving little creativity. There was heavy emphasis on pupil achievement and managing class activities in such a way that the children would "get through the material." At the end of the practicum, most of the student teachers felt they had learned how to manage and organize the given curriculum and classroom schedule and acquired sufficient discipline techniques. Their reactions to this socializing experience ranged from passive or active acceptance to latent or overt resistance. Study results are discussed in terms of two social science theories: (1) the reproduction theory, which focuses on the school's role in producing individuals adjusted to the institutional life of the dominant society; and (2) the resistance theory, which focuses on the way in which individuals or groups struggle against social domination. (JD)

ED 242 680 SP 024 061

Bedley, Gene A.
How Do You Recognize a Good School When You Walk into One. A Comprehensive Guide for Identifying and Creating a Good School.

Pub Date—80

Note—146p.

Available from—People-Wise Publications, 14252 East Mall, Irvine, CA 92714 (\$10.40).

Pub Type—Guides - Non-Classroom (055) — Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrator Role, *Classroom Techniques, *Educational Environment, Elementary Secondary Education, *Leadership Responsibility, Parent School Relationship, *School Effectiveness, Student School Relationship, Student Teacher Relationship, Teacher Administrator Relationship, Teacher Attitudes, *Teacher Effectiveness, *Teacher Role

This six-chapter book describes professional practices found in good schools and presents practical ideas for implementing the indicators good schools have in common. The first chapter, "Recognizing Good Schools," discusses school philosophy and the qualities of an educated person. A "Good School Check List" is also presented. Among topics discussed in the second chapter, "Leadership," are management and leadership, leader conviction and belief, human potential, positive mental attitude, negative climate forces, dichotomies, positive school climate, personal energy, first impressions, curriculum and instruction, positive personnel practices, achieving excellence, and measurement standards. Qualities of effective teachers, communication, paperwork, substitute teachers, decision making, and staff development are some of the items discussed in the third chapter, "Teachers." Chapter 4, "Parents," discusses issues includ-

ing parent training, school/parent partnership, communication methods, parent participation, and parent orientation. "Kids" are discussed in the fifth chapter, which covers such topics as principal/student relationship, student orientation, discipline plans, students with special needs, and pre-adolescence. The concluding chapter, "So What?", discusses the future of schools, the current state of the schools, and characteristics which exist in schools which produce high-performing students. (CJB)

ED 242 681 SP 024 062

Youth Physical Fitness. Suggestions for School Programs.

President's Council on Physical Fitness and Sports, Washington, D.C.

Pub Date—83

Note—102p.

Available from—President's Council on Physical Fitness and Sports, 450 Fifth St., NW, Rm. 7103, Washington, DC 20001 (Free single copies while supply lasts). Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Awards, Elementary Secondary Education, *Exercise, *Physical Education, *Physical Fitness, Physical Health, Program Design, *Program Development, Student Development, *Teacher Role

Physical education is an essential part of basic general education. Aside from the influence of heredity and nutrition, physical education is the only way in the school's instructional program to insure the development of organic vigor and vitality. It is the only organized means for the development of nerve/muscle skills that are so essential to the individual. Physical education is more important than it has ever been in this country, as the average school pupil is insured little exercise or physical activity other than that received in school instruction. The purpose of this publication is to assist in the promotion of effective physical education programs for all pupils in grades K-12. Most program suggestions are basic in nature, and designed to assist classroom teachers (inexperienced in physical education) in developing activities which will contribute to the physical fitness of their students. Some recommendations go beyond a basic program and suggest advanced activities. This book is divided into three main parts—basic, advanced, and comprehensive programs. Each school is encouraged to follow the four point program (outlined in the basic program) to insure that each pupil receives the benefit of at least a minimum fitness program. (JMK)

ED 242 682 SP 024 065

Gooding, C. Thomas And Others

An Analysis of Classroom Discussion Based on Teacher Success in Observing Wait Time.

Pub Date—Apr 83

Note—16p; Paper presented at a Conference of the New England Educational Research Organization (Rockport, ME, April 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Development, *Discussion (Teaching Technique), Elementary Secondary Education, Feedback, Inservice Teacher Education, Preservice Teacher Education, *Questioning Techniques, *Reaction Time, *Science Instruction, *Student Reaction, Teacher Effectiveness, *Teacher Response

Identifiers—*Wait Time

Research studies in science education have revealed that wait-time, the duration of teacher and student pauses in questioning dialogue, is an important variable in teaching. In this study, discussion materials were gathered, from 4 groups of 10 teachers, each week for a semester. The groups were defined as: (1) comparison group; (2) instruction in effective questioning group; (3) wait-time feedback group; and (4) instruction and wait-time feedback group. Discriminant function analysis and analyses of variance revealed that the wait-time feedback groups experienced greatest increases in wait-time and exhibited higher cognitive levels of interaction in classroom discussions. Longer student answers and more student talk were also found in the wait-time feedback groups. Re-analysis of the data separated the feedback groups into three categories: (1) those who maintained pauses of three seconds or more in several discussion sessions; (2) those who

reached the three second criterion at least once in a discussion; and (3) those who were unable or unwilling to pause to the criterion. Significant differences favoring the effective wait-time group were found in the following areas: fewer memory-level, rhetorical, management, and leading questions; smaller percentage of teacher talk in discussions; and longer student answers. Eleven tables are included. (Author/JMK)

ED 242 683 SP 024 070

Eray, Stuart

A Study of Cooperating Teacher Behaviors Which Are Compatible with Established Goals of Teacher Education.

Emporia State Univ., Kans.

Pub Date—11 Jun 82

Note—68p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*College School Cooperation, *Cooperating Teachers, *Educational Objectives, Field Experience Programs, Higher Education, Preservice Teacher Education, Student Teachers, *Student Teacher Supervisors, *Teacher Attitudes Identifiers—Emporia State University KS

To explore the depth of compatibility among university personnel and cooperating public school teachers, a study: (1) isolated and summarized specific goals and processes used in the total teacher education program at Emporia State University (ESU) in Kansas; (2) determined attitudinal and practiced behaviors of a random sample of cooperating teachers through survey instruments and observation; (3) compared ESU teacher education program goals and processes with attitudes and practiced behaviors of cooperating teachers; and (4) identified areas of compatibility and discrepancy. Responses to questionnaires were obtained from 59 cooperating elementary and secondary school teachers, and 19 full time ESU teacher educators, including subject specialists. A detailed analysis is presented of responses to 26 statements of opinion or attitude toward the objectives of a field experience program within the framework of a total teacher education program. Similar and dissimilar points of view of cooperating teachers and university educators are listed. Recommendations are made on revisions in current practice and on areas in which additional research would be valuable. Appendices include a bibliography, the survey, figures representing percentages of teacher responses, and other information on teacher education philosophies and goals. (JD)

ED 242 684 SP 024 076

Burke, J. Bruce VanSusteren, Timothy J.

Modeling Teacher Education Research in an Introductory Teacher Education Course: A Case Study.

Pub Date—30 Jan 84

Note—21p; Paper presented at the Annual Meeting of the Association of Teacher Educators (64th, New Orleans, LA, January 28-February 1, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Research, Educational Psychology, *Educational Research, *Education Courses, Education Majors, *Experiential Learning, Higher Education, Multiple Choice Tests, *Objective Tests, Preservice Teacher Education, *Questioning Techniques, Research Methodology, Student Attitudes, Test Construction, Test Reliability

Identifiers—*Alternate Choice Questions

A study, conducted in a basic educational psychology course which serves as a gateway course to a teacher education program at Michigan State University, focused on the development of new knowledge while it taught about the educational research process and the subject being studied. A new format for objective testing, alternate-choice questions, was studied. Specific study project goals were to: (1) study the usefulness of a novel test-item format to evaluate student achievement; (2) increase the reliability and validity of the course's unit examinations and final examinations; (3) collect information useful in evaluating course effectiveness, student learning, and teacher performance; (4) facilitate student learning of practical and sound measurement theory and techniques through investigation of an important measurement question; and (5) model the spirit of inquiry, impressing on preservice teachers the importance and value of experimentation with new

techniques and the necessity of continuous evaluation of both new and well-accepted practices. Study results showed that Alternate Choice (AC) items were slightly less difficult, discriminating, and reliable than Multiple Choice (MC) items; that students were able to respond to twice as many AC as MC items in a given time; and that students viewed the course testing positively. (JMK)

ED 242 685 SP 024 078

Common Core-Teaching and Learning. Guidance to Teachers and Tutors Involved in 17+ and Other Core Curricula. A Staff Development Publication.

Further Education Unit, London (England).

Report No.—ISBN-0-94649-60-1

Pub Date—Jan 84

Note—78p.

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Behavioral Objectives, *Core Curriculum, *Curriculum Development, Foreign Countries, Inservice Teacher Education, Instructional Materials, Interdisciplinary Approach, Lesson Plans, Postsecondary Education, *Program Content, Secondary Education, Staff Development, *Vocational Education

Identifiers—*England

Increasingly in the United Kingdom, the concept of a common core of studies to which all secondary school students have right of access is appearing in a variety of education and training initiatives. This document is intended to help teachers appreciate and prepare for a core curriculum. The document takes an actual core curriculum that has been tested and generally adopted, examines its characteristics, and the problems it poses for teachers, and then suggests strategies that teachers may use in adapting it. The core chosen is that suggested in "A basis for choice" (ABC), which is associated with various high school curricula. Parts I and II of this publication describe the background of the ABC core and its implications. Part III, the central part of the document, describes ways in which an institution and its teachers may adopt an increasing commitment to an integrated core, via the processes of matching, modification, extension, and/or assimilation of existing single-subject syllabi. Part IV describes strategies available for implementing a core, and appendix 1 contains 10 examples of these strategies in action. Appendix 2 contains a "Common Core Checklist"; appendix 3 provides a list of useful references; and appendix 4 lists members of the working group. (JMK)

ED 242 686 SP 024 079

Low, David Watters, Annette Jones
Legal Research for Educators.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Report No.—ISBN-0-87367-790-0

Pub Date—84

Note—44p.

Available from—Phi Delta Kappa, 8th Street & Union Ave., Box 789, Bloomington, IN 47402 (\$2.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Codification, Court Litigation, Documentation, *Educational Legislation, Federal Legislation, *Information Retrieval, *Law Libraries, Legal Education, Online Systems, Periodicals, *Reference Services, *Research Utilization, State Legislation, Teacher Education

This book is in the form of a bibliographic essay, and addresses the needs of educators seeking access to legal research materials. The first item discussed is court decisions and examples are given which demonstrate the importance of legal precedent. An explanation is given of the complicated systems for reporting court decisions and how the educational researcher can find a case, read it, and apply its findings to the particular problem at hand. A section is devoted to finding information about legislation, codes and statutes, and understanding legislative intent. Included in this section are discussions on hearings and reports, researching bills that fail, determining the status of pending legislation, and state legislation. The next three sections discuss finding and using federal agency publications, list useful legal periodicals and reference works, and describe law library indexing systems. The final section discusses the revolution that has been brought to law libraries by the advent of computerized legal research and explains how an educator may make use

of the complex resources available through computerized searches. (JD)

ED 242 687 SP 024 080

Ingrassia, Sara Foley, Sue

Teacher Fairs: Counterpoint to Criticism. Fastback 204.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Report No.—ISBN-0-87367-204-6

Pub Date—84

Note—43p.; Publication of this fastback was sponsored by the Sinissippi Illinois Chapter of Phi Delta Kappa.

Available from—Phi Delta Kappa, Eighth & Union, Box 789, Bloomington, IN 47402 (\$0.75).

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Class Activities, *Demonstrations (Educational), *Elementary School Teachers, Elementary Secondary Education, *Exhibits, *Program Development, Public Relations, *School Community Relationship, *Secondary School Teachers

Identifiers—*Teacher Fairs

This booklet provides detailed, step-by-step advice on how to organize and conduct a successful teacher fair, which is a way to reach and teach the community about what is really happening in the schools. A teacher fair held in May 1981 is described to illustrate the general events that take place, i.e.: (1) actual teaching demonstration in a mock classroom; (2) teams of area high school students competing in a "Quiz Bowl"; (3) separate area devoted to vocational-technical opportunities; (4) displays of student work; (5) staff exhibits; and (6) student performances (orchestras, bands, etc.). An outline is provided describing the activities and events offered at teacher fairs and the specific planning that is necessary to make them successful. A suggested schedule of decision making, delegation of authority, fund raising, and publicity is presented which encompasses a full year of planning for the event. Methods for evaluating the fair are also discussed. (JD)

ED 242 688 SP 024 081

Sikula, John P. Roth, Robert A.

Teacher Preparation and Certification: The Call for Reform. Fastback 202.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Report No.—ISBN-0-87367-202-X

Pub Date—84

Note—46p.; Publication of this fastback was sponsored by the Louisville, Kentucky Chapter of Phi Delta Kappa and the School of Education at the University of Louisville.

Available from—Phi Delta Kappa, Eighth & Union, Box 789, Bloomington, IN 47402 (\$0.75).

Pub Type—Reports - Descriptive (141) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Accreditation (Institutions), Admission Criteria, Change Agents, *Educational Change, Higher Education, Minimum Competency Testing, Preservice Teacher Education, *Program Validation, State Standards, *Teacher Certification, *Teacher Education Programs

This booklet discusses changes taking place in the four major processes involved in preparing and certifying teachers: national accreditation, state program approval, state certification, and teacher preparation. Some of the major issues affecting these processes, such as teacher competency testing and teaching internships, are discussed, and the impact of changes in these four processes are examined. Three specific areas are identified as in need of strengthening: (1) evaluation of teacher preparation programs, including national accreditation and state program approval; (2) requirements for entering and remaining in the profession, including certification regulations and procedures; and (3) preparation of teachers, including program entrance and exit requirements. Case studies are presented of successful reforms in Florida, Oklahoma, and the University of Louisville (Kentucky). (JD)

ED 242 689 SP 024 087

Wangberg, Elaine G.

Educators in Crisis: The Need to Improve the Teaching Workplace and Teaching as a Profession.

Pub Date—12 Mar 84

Note—13p.; Paper presented at the Annual Confer-

ence of the Association for Supervision and Curriculum Development (New York, NY, March 9-13, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Change, Elementary Education, *Elementary School Teachers, *Females, Job Satisfaction, *Negative Attitudes, Professional Recognition, Stress Variables, Teacher Burnout, Teacher Role, *Teaching (Occupation), *Teaching Conditions, *Work Attitudes

A survey questionnaire, designed to explore the extent of job dissatisfaction among female elementary school teachers, elicited responses from 255 subjects with varying demographic and socioeconomic backgrounds from different parts of the country. Questionnaire items focused upon: (1) personal background; (2) job expectations; (3) satisfaction; (4) perception of working conditions; (5) perception of career importance and options; and (6) rechoice of teaching as a career. Nearly 40 percent of the women indicated they would not again choose elementary teaching as a career. Two factors were identified as underlying themes related to teacher job dissatisfaction: working conditions, and perceptions of women's roles in professions. Some of the most frequent additional teacher comments concerned poor working conditions, the increase of paperwork, the declining status of teachers, and the availability of other job options. This study led to the development of the Teacher Stress Scale (TSS), an instrument designed to identify factors of teacher stress and job dissatisfaction. A description is given of the nine factors of teacher stress and job dissatisfaction measured by the TSS. Recommendations are offered to improve the teaching workplace and teaching as a profession. (JD)

ED 242 690 SP 024 091

Greene, Linda S.

The New NCAA Rules of the Game: Academic Integrity or Racism?

Pub Date—84

Note—53p.

Journal Cit—Saint Louis University Law Journal; v28 n1 1984

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120) — Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Standards, *Admission Criteria, *Athletes, *Black Colleges, Black Students, College Entrance Examinations, College Students, *Eligibility, *Extramural Athletics, Grade Point Average, Higher Education, Legal Problems, Racial Bias, *Recreation Legislation

Identifiers—American Council on Education, *National Collegiate Athletic Association

The National Collegiate Athletic Association (NCAA) recently promulgated rules that make athletes' initial eligibility conditional upon the achievement of certain scores on college entrance examinations and completion of a specified high school curriculum with a minimum grade point average of 2.0 on a 4.0 scale. The changes were instituted to "assert the supremacy of academic values" in collegiate sports and to "preserve the integrity of the NCAA and of our [college] institutions." Some presidents of historically black colleges opposed the rules, claiming that they were "patently racist" and a "diservice to Blacks and other Americans who aspire to attain a higher education by participating in intercollegiate athletics." This article explores the serious factual, legal, and policy questions presented by the NCAA's action. It discusses the process in which the new initial eligibility changes were formulated; the specific rule changes that were made; the reaction to those changes; the potential impact they may have; the legal issues presented by the changes; and the future of integrity in college athletics. It is concluded that the adoption of the new requirements was a fine gesture in spirit, but poorly executed and inadequately reasoned, and further considerations are needed. (JD)

ED 242 691 SP 024 093

Fagan, Edward R. Dupuis, Mary M.

Consortium to Assess the Reading/Writing Skills of Prospective Teachers: First Report.

Pub Date—[83]

Note—27p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Basic Skills, Comparative Analysis, Differences, *Education Majors, Higher Educa-

tion, Preservice Teacher Education, *Reading Achievement, Reading Skills, Regional Characteristics, Sex Differences, Speech Communication, *Student Evaluation, *Writing Evaluation, Writing Skills

Reading/writing skills of prospective elementary and secondary school teachers from 7 colleges located in 4 geographical areas of the United States were examined to discover what test-performance differences, if any, occurred among the 375 subjects. Test instruments included: the Nelson-Denny Reading Test (Form D); a Criterion-Referenced Test of Reading/Writing Competence; and a rating for evaluating prospective teachers' videotaped speech. These tests were administered prior to prospective teachers' field experiences or, roughly, at the end of their sophomore or beginning of their junior year. Pair-wise, comparisons sex, level, schools, skills—revealed that 63 to 80 percent of the subjects were proficient in basic skills and that, positively and negatively, regional differences did affect percentages or skills performances. Implications of subjects' test performances for strengthening future teacher education programs conclude the report. Also included in the report are nine tables. (Author/JMK)

ED 242 692 SP 024 094

Guskey, Thomas R.

The Effects of Mastery Learning on the Reasons Teachers Give for Their Effectiveness in the Classroom.

Pub Date—Apr 84

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Elementary Secondary Education, Faculty Development, Inservice Teacher Education, *Mastery Learning, Self Concept, *Self Evaluation (Individuals), *Student Improvement, *Teacher Attitudes, *Teacher Effectiveness, *Teaching Methods

A study investigated whether teachers who receive training and then implement more effective instructional practices change in the reasons they offer for their effectiveness. Comparisons were made between 46 intermediate and high school teachers in a large urban school system who were trained in and implemented mastery learning techniques, and 50 similar teachers who could not be included in the training. A questionnaire was administered to both groups before and after the training. Results of a multivariate analysis of variance showed that the mastery learning teachers attached increased importance to teaching practices and behaviors in explaining their effectiveness after they had implemented these techniques. Furthermore, there was a significant reduction in the importance mastery learning teachers attached to personality factors. The implications of these findings for staff development are discussed. (Author/JMK)

ED 242 693 SP 024 095

Woolfolk, Anita E. Woolfolk, Robert L.

An Empirical Investigation of Training in Time Management: Effects of Specific Planning and Self-Monitoring.

Pub Date—Apr 84

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Education Majors, Higher Education, *Planning, Preservice Teacher Education, *Program Effectiveness, *Student Behavior, Student Teacher Attitudes, *Student Teachers, *Time Management, Training

Identifiers—*Self Monitoring

Eighty-one student teachers in four classes were randomly assigned to one of three groups to test the effectiveness of brief training in time management techniques. The first group, a control, received no training. Experimental Group 1 received basic training in time management by reading a book and attending a presentation on the subject while Experimental Group 2 received the same training and, in addition, implemented two specific time management procedures, daily planning and self-monitoring, under the supervision of the experimenter. Analyses of variance indicated significant differences among the groups in the expected direction

on measures of promptness in completing assignments during student teaching and on self-perceived improvement in using time effectively. (Author/JMK)

ED 242 694 SP 024 096

Smith, Markley Stowell, Mary Ellen

Learning about Learning: The Contributions of Ausubel's Assimilation Theory to a Teacher Education Program at the University of Vermont.

Pub Date—Apr 83

Note—28p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Rockville, ME, April 27-29, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Acculturation, *Cognitive Processes, *Concept Formation, Encoding (Psychology), Epistemology, Higher Education, Learning Processes, *Learning Strategies, *Learning Theories, *Metacognition, Preservice Teacher Education, Student Attitudes, Teacher Education Programs

Identifiers—*Ausubel (David P), University of Vermont

An experiment employed cognitive based teaching and learning procedures in an undergraduate educational psychology course. The procedures were strongly influenced by David Ausubel's theory on learning and related skills. Ausubel defines effective learning as a process by which humans understand the structure of knowledge and consciously make structures compatible with existing organization of concepts in the brain. Thus, the human nervous system, as an information processing and storing system, may be analogized to the conceptual structure of an academic discipline. An analysis of the students' conceptual structures employed in their writing established a "learning how to learn" phenomenon. There was indication of the presence of content understood and retained at a complex level, and an ability to apply concepts to practical problems. This achievement was attributed to the thesis that the students were applying learning strategies which they had extrapolated from the Ausubelian learning theory. (Author/JD)

ED 242 695 SP 024 097

Thompson, Dennis N. Doll, Lynda

Sex Education: What We Teach Teachers.

Pub Date—Apr 84

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Controversial Issues (Course Content), *Curriculum Development, Health Education, Higher Education, Preservice Teacher Education, *Sex Education, *Teacher Education Programs, Teacher Qualifications

Inadequate teacher training and the lack of consensus on what constitutes sex education are often cited to explain why few sex education programs are offered in the public schools. A survey of administrative officials at 777 teacher preparation institutions was conducted to examine the number and type of university-level programs designed to prepare teachers to teach sex education. Practicing sex educators were also asked how universities might better prepare teachers. Thirty percent of the 322 responding institutions offered one or more specific courses on the topic. An additional 34 percent included the material in more general courses. Comparison of this data with that from a 1968 survey showed a trend toward offering more specific sex education courses. There still appears to be no consensus as to who should teach sex education, or what constitutes adequate teacher preparation. While practicing sex education teachers are drawn from such diverse backgrounds as music, English, and science, formal coursework is usually offered in the health education curriculum. Also, while teachers emphasize the need for courses on methods, human relations training, value exploration, and parental concerns, the most frequently cited content area in university-level courses is human reproduction. (Author/JD)

ED 242 696 SP 024 098

Kane, Pearl R.

A Teacher Institute for Beginning Teachers.

Pub Date—Apr 84

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, *Beginning Teachers, Career Change, *Change Agents, *Institutes (Training Programs), *Private Schools, Program Effectiveness, Secondary Education, *Secondary School Teachers, *Summer Programs, Teacher Attitudes, Teacher Education, Teacher Effectiveness, Teacher Improvement

Identifiers—*Joseph Klingenstein Summer Institute

The Joseph Klingenstein Summer Institute at Teachers College, Columbia University (New York), was established in 1982 for 50 beginning independent school teachers who demonstrated outstanding potential. The Institute's purpose is to increase teaching effectiveness and to encourage career commitment. The three weeks of the Institute introduce teachers to the complexity and challenge of the teaching act with a range of topics representative of the many factors characterizing the role of the secondary school teacher. To ascertain what impact the Institute might be having on the participants and their schools, questionnaires were mailed in December 1983 to the 98 teachers who had attended the Institute over the previous 2 summers and to the heads of their schools. Ninety-three percent of the school heads and 82 percent of the teachers completed and returned the questionnaires. There was remarkable convergence among the four sets of responses. Three major changes that resulted from the experience were teachers' increased confidence, competence, and commitment. The survey indicates that the experience of being exposed to professional knowledge and a supportive network of peers was overwhelmingly positive for this self-selected group of able teachers, most of whom lacked any previous professional training. (Author/JD)

ED 242 697 SP 024 099

Goodman, Jesse

What Students Learn from Early Field Experiences: A Case Study.

Pub Date—Apr 84

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Curriculum Development, *Elementary School Curriculum, Experiential Learning, *Field Experience Programs, Higher Education, Practicums, Preservice Teacher Education, *Standardized Tests, Student Teacher Relationship, Teacher Role, *Teaching Experience, Teaching Methods, *Validated Programs

A study was made of an early field practicum, in elementary education, which theoretically emphasized quantity and diversity in the students' field experiences and allowed them the opportunity to apply newly acquired curriculum methods and theories. Ten student teachers were intensively interviewed and observed over a six month period. It was apparent that the approved curriculum was rigidly followed. Content and procedures were predetermined according to standard materials. In most cases, students drilled and/or tested pupils' competency of prespecified short term facts and/or skills. Most had little involvement in curriculum development or decision making. The impression received was that they were being trained as educational technicians. It is suggested that preparation programs should focus on teaching prospective teachers the craft of developing curricula based upon progressive principles of curriculum design. This craft includes choosing topics of study; developing the themes, concepts, or content that make up the topic; researching these themes; discovering resources that children can use to explore the themes; developing activities that illuminate the themes of the topic and promote curiosity, creativity, and thoughtfulness among the pupils; and organizing the themes, resources, and activities into a coherent unit of study. (JD)

ED 242 698 SP 024 101

Steer, Donald R.

Effective Teachers of Early Adolescents.

Pub Date—84

Note—24p.

Pub Type—Reports - Research (143) — Informa-

tion Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Interpersonal Competence, *Junior High Schools, *Middle Schools, Personality Traits, *Preadolescents, *Secondary School Teachers, Student Teacher Relationship, Teacher Attitudes, Teacher Behavior, *Teacher Characteristics, *Teacher Effectiveness

Over the past 15 years a number of studies and official statements have considered characteristics and competencies of effective middle/junior high school teachers. Thirty-eight items found to be present in several studies were used to form a questionnaire, sent to 500 members of the National Middle School Association, about the importance of certain characteristics and competencies in middle/junior high school teachers. The 160 respondents described the most effective middle/junior high school teacher as one who genuinely likes and respects people, and who is committed to working with "transescents," or young people in transition from childhood to adolescents; listening to and talking with them; and assisting in their development of positive self concepts. Four sets of subgroups were used for purposes of data analysis: primary role of employment, community population, building enrollment, and school program. When responses were analyzed by these subgroups, a number of differences were found, but no meaningful pattern was identified. (JD)

ED 242 699 SP 024 102

Kenney, Jane L. Roberts, Jane M. E.

Teachers as Instructional Leaders.

Research for Better Schools, Inc., Philadelphia, Pa. Spons Agency—Maryland State Dept. of Education, Baltimore; National Inst. of Education (ED), Washington, DC.

Pub Date—Apr 84

Note—31p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984). For related documents, see ED 238 788-789.

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, *Instructional Innovation, Interpersonal Competence, Leaders, *Leadership Training, Peer Relationship, *Program Implementation, *Research Utilization, *School Cares, Teacher Effectiveness, *Teacher Role

Identifiers—Maryland, *School Improvement Through Instructional Process

This study examined the roles, functions, and effectiveness of a group of teachers who became Instructional Leaders (ILs), assuming major responsibility for assuring the implementation of a voluntary school improvement program within their respective schools. The program, called SITIP (School Improvement Through Instructional Process), and initiated by the Maryland State Department of Education, supported local education agencies in their adoption and implementation of four research-based instructional models: Active Teaching; Mastery Learning; Student Team Learning; and Teaching Variables. Data were collected for the IL study from local educators, students, and state technical assistants in the form of observational interviews, questionnaires, and document analysis. Factors or conditions related to the success of teachers as ILs are summarized in the form of recommendations. For a teacher to be successful as an IL: (1) implementation in the first year should be limited to the teacher's school; (2) ILs should be given sufficient time to plan and develop enough materials for a complete course before implementation begins; (3) the IL should be involved from the initial phases of planning and training; (4) IL expertise in the instructional model is necessary; (5) IL leadership style should be democratic; (6) the two key tasks of the IL are training and coaching other teachers in the innovation; and (7) administrative support is essential for IL success. (JD)

ED 242 700 SP 024 104

Sternberg, Robert J.

How Can We Teach Intelligence?

Research for Better Schools, Inc., Philadelphia, Pa. Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 83

Note—33p.

Pub Type—Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Abstract Reasoning, Cognitive Processes, Decision Making, *Demonstration Programs, Elementary Secondary Education, Inquiry, *Intellectual Development, *Intelligence, *Logical Thinking, Metacognition, *Problem Solving, Program Descriptions, School Role, Student Development, *Student Needs, Teaching Methods

Identifiers—Chicago Mastery Learning Reading Program, Instrumental Enrichment, Philosophy for Children (Lipman)

The "componential" theory of intelligence explains intelligence in terms of three types of component processes that make up intelligent performance. The first of these, "metacomponents," are the higher-order or executive processes that one uses to plan what one is going to do, monitor what one is doing, and evaluate what one has done. The second type of process is the "performance" component. While "metacomponents" decide what to do, "performance" components actually do it. The third type of process is the "knowledge-acquisition" component. Processes of this kind are used in learning new material. If intelligence can be broken down into this set of underlying processes and strategies for combining these processes, it is possible to intervene at the level of the mental process, teach individuals what processes to use, when and how to use them, and how to combine them into workable strategies for task solution. Three programs that train aspects of intelligence as specified by the "componential" theory are reviewed: (1) Feuerstein's "Instrumental Enrichment"; (2) Lipman's "Philosophy for Children"; and (3) "Chicago Mastery Learning: Reading." General remarks and suggestions about adaptation of an intellectual or thinking skills training program are presented. General guidelines that can be applied to selection of programs are offered. (JD)

ED 242 701 SP 024 105

Hill, John P.

Participatory Education and Youth Development in Secondary Schools.

Research for Better Schools, Inc., Philadelphia, Pa. Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83

Note—51p.

Pub Type—Information Analyses (070) - Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adolescent Development, Decision Making Skills, *Experiential Learning, *Program Design, Program Effectiveness, *Program Evaluation, Secondary Education, Student Attitudes, Student Evaluation, Student Participation, Student Responsibility, Work Experience Programs

Effective participatory education programs are planned efforts designed to effect cognitive, social, and affective change. Although research does not yet permit unequivocal generalizations about effects, existing research is promising, especially when compared with research on effects of work experience per se. Positive effects include student, teacher, and community supervisor enthusiasm, feelings of self-efficacy and social efficacy, and increased knowledge about the domain in which the experience occurs. Assuring effective programs appears to depend most upon: (1) clarifying and prioritizing objectives; (2) communicating objectives and priorities to all concerned; (3) adapting and localizing successful efforts of others; (4) providing adequate time for planning and pilot efforts; (5) providing resources to impart knowledge and skills to school and community-based facilitators; (6) providing follow-through; (7) involving young people in serious working relationships with adults and peers; (8) designing programs to respond to genuine needs; (9) mounting efforts with visible results; (10) including opportunities for serious analysis and reflection; (11) providing "hands-on" experience and skill-training keyed to student needs and abilities; and (12) assessing student progress flexibly. (JMK)

ED 242 702 SP 024 107

Putnam, Joyce G.

One Exceptional Teacher's Systematic Decision-Making Model.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—IRT-RS-136

Pub Date—Jan 84

Contract—400-81-0014

Note—32p; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 11-15, 1983). Available from—Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 (\$3.25).

Pub Type—Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Class Activities, *Classroom Techniques, *Decision Making Skills, Elementary Education, *Evaluative Thinking, Learning Strategies, *Long Range Planning, Student Behavior, Student Teacher Relationship, Teacher Behavior, *Teacher Effectiveness, Teacher Role

This paper reports the case study of a classroom teacher who made systematic and conscious preactive and interactive decisions. Four questions guided the research. The primary question was "Does a teacher use a systematic decision model?" The three secondary questions were: (1) Does this teacher make preactive and interactive decisions? (2) What governs this teacher's decisions? and (3) What is the interaction between this teacher's decision making and the need to maintain activity flow? The study discovered that the teacher used a six-phase decision model that integrates preactive and interactive decisions. It was also found that: (1) a set of conscious assumptions governed the teacher's decisions; (2) smooth activity flow was essential for her success; and (3) she taught the pupils to be responsible for their own behavior. Each step of the six-phase decision model is described in detail. (Author/JD)

ED 242 703 SP 024 109

Health Education Instructional Guide (K-6).

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Report No.—RS-83-4412

Pub Date—May 83

Note—294p; This document is a revision of RS 82-2890.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Class Activities, Decision Making Skills, Disease Control, Drug Education, Elementary Education, *Family Life Education, *Health Education, *Individual Development, Interpersonal Competence, Lesson Plans, Nutrition, Public Health, Reproduction (Biology), *Self Concept, Student Teacher Relationship, Teaching Methods

This health education guide for the elementary grades focuses on students' acquiring information on growth and development, interacting with people and ideas, and decision making. The program enables students to acquire accurate health information and gain experiences contributing to attitudes, values, and responsible health practices. Each student should understand how attitudes and values help individuals to make decisions relating to personal health and how these decisions affect the individual and society. Learning activities are suggested for each grade level, and lesson plans with reproducible classroom materials are provided. Some suggestions for gifted or highly motivated students are included, as well as learning activities for students with special needs. Suggested evaluative activities are included in some portions of the guide to provide feedback to students as well as the teacher. In the appendices there are sample letters for every grade level that may be sent home to parents. (JD)

ED 242 704 SP 024 111

Crohn, Leslie

Toward Excellence: Student and Teacher Behaviors as Predictors of School Success. Research Summary Report.

Northwest Regional Educational Lab., Portland, Ore.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 83

Contract—400-83-0005

Note—67p.

Pub Type—Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, Classroom Environment, Classroom Observation Techniques, Elementary Secondary Education, *Expectation, School Effectiveness, *Self Concept, Student Behavior, Student Evaluation, Student Motivation, *Student Teacher Relationship,

***Teacher Attitudes, Teacher Behavior, *Teacher Effectiveness**

Effective schools research has delivered some relatively concrete findings on important issues facing this country's educators. The result has been an extensive collection of effective schooling practices which have potential for increasing performance in young people. In reviewing effective schools literature, implications of the data were found to include a clear and direct relationship between student achievement and self-concept—the affective domain was found to be a critical component of school improvement efforts. This paper looks at the affective domain as it relates to effective schools; more specifically, it explores student self-concept and teacher expectations and attitudes as dependent variables in instructional settings. Student and teacher behaviors as predictors of school success are critically examined. Included in the analysis are factors of school and classroom climate. The paper concludes with recommendations that will move the findings toward implementation; that is, how to improve teacher expectations and attitudes and how to build positive and realistic self-concepts in students. Four appendices are included: (1) Flanders' Interaction Analysis; (2) The Mettessell, Michael and Kiraner Instrumentation of Bloom's Taxonomy of Educational Objectives; (3) Carkhuff's Interpersonal Process Scales; and (4) some common self-report inventories. (JMK)

ED 242 705 SP 024 112

Romano, Anthony W. And Others

Developing a Cadre of Cooperating Teachers.

Pub Date—[82]

Note—14p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College School Cooperation, *Cooperating Teachers, Elementary School Teachers, Higher Education, Preservice Teacher Education, *School Cadres, Student Teachers, *Supervisory Training, Teacher Educators, *Team Training Identifiers—University of Oklahoma

A University of Oklahoma program for the development of cooperating teachers is designed to screen, prepare, and select classroom teachers, who receive a university adjunct instructor appointment as cooperating teachers, to serve student teachers in the elementary school program. The initial screening to identify classroom teachers who are eligible to become cooperating teachers is consistent with regulatory and policy items of state departments of education, local education agencies, and institutions of higher education. Participating teachers, who have successfully completed the screening and preparation processes and have the endorsement of the area faculty, are appointed by the Dean as adjunct instructors and to full membership in the Cadre of Cooperating Teachers. This appointment carries with it the rights and privileges of an adjunct appointment, a letter of credit for tuition waiver, and an honorarium whenever student teachers are assigned. Details of the training components are outlined. (JD)

ED 242 706 SP 024 114

Elmer, Kenneth

First Year Evaluation Results from Oklahoma's

Entry-Year Assistance Committees.

Pub Date—30 Jan 84

Note—11p; Paper presented at the Annual Meeting of the Association of Teacher Educators (64th, New Orleans, LA, January 28-February 1, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Teachers, College School Cooperation, *Faculty Development, *Helping Relationship, Higher Education, *Inservice Teacher Education, Schools of Education, *Social Support Groups, State Programs, Teacher Educators, *Teacher Orientation

Identifiers—*Oklahoma

The state of Oklahoma sought to determine the effectiveness of its entry-year assistance committees which were designed to help beginning teachers. The study also assessed the contribution of the committees to the improvement of teacher education programs and their contribution to the induction of new teachers. The survey instrument consisted of: (1) three general questions concerning the overall success of the committees; (2) logistical and procedural questions as to the effectiveness of selected program components; (3) discernible further devel-

opment by first year teachers of selected knowledge bases, skills, or competencies identified as important by educators; and (4) improvement by first year teachers in selected areas of Oklahoma's standards for teacher education. In this report, data results from 249 responding educators are analyzed for each of these sections of the survey and results are also presented in tabular form. It was concluded that the program achieved an unusual number of the stated objectives and higher education faculty made a significant contribution to the success of the program. Recommendations are made on areas upon which further follow up studies should focus. (JD)

ED 242 707 SP 024 122

Slavin, Robert E.

Cooperative Learning. Research on Teaching

Monograph Series.

Report No.—ISBN-0-582-28355-8

Pub Date—83

Note—147p.

Available from—Longman Inc., College Division, 1560 Broadway, New York, NY 10036 (\$22.50).

Pub Type—Books (010) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Classroom Research, Elementary Secondary Education, *Grouping (Instructional Purposes), *Heterogeneous Grouping, *Incentives, *Learning Strategies, Mainstreaming, Peer Relationship, *Peer Teaching, Recognition (Achievement)

Identifiers—*Cooperative Learning

This book is about a set of alternatives to the traditional instructional system: cooperative learning methods. These are techniques that use cooperative task structures, in which students spend much of their class time working in 4-6 member heterogeneous groups. These learning methods also use cooperative incentive structures, in which students earn recognition, rewards, or (occasionally) grades based on the academic performance of their groups. Research on cooperation has been conducted since the beginning of this century, although classroom research on practical cooperative methods began in the early 1970s. There are several cooperative learning methods, which vary in almost every particular. What unites them is their applications of the basic principles of cooperative incentive and task structures to achieve cognitive as well as non-cognitive goals in typical classrooms. The cooperative learning researchers are also united in their belief that the optimal instructional system may not be found within the range of variation among traditional classrooms, but must be created based on sound psychological and pedagogical theory and rigorously evaluated in classroom practice. This book presents the theoretical basis of cooperative learning, the methods based on this theory, and the results of evaluations of these methods. (JMK)

ED 242 708 SP 024 123

Paciorek, Michael J.

The Effects of a Home-Based, Parent Intervention Motor Development Program on Developmentally Delayed Children.

Pub Date—Sep 83

Note—12p; Paper presented at the International Symposium on Adapted Physical Activity (4th, London, England, September 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adapted Physical Education, *Developmental Disabilities, *Home Instruction, *Individual Development, Individual Instruction, Motivation Techniques, *Motor Development, Muscular Strength, Parent Child Relationship, *Parent Participation, *Physical Activity Level, Program Effectiveness, Psychomotor Skills, Young Children

Identifiers—*Peabody Developmental Motor Scales

A study focused on developmentally delayed children who participated in a home-based, parent intervention motor development program. The major question considered was: Is there any difference in gross and fine motor mean scores obtained on the Peabody Developmental Motor Scales (field test edition), received by children who participated in the program and those who did not. Twenty children with a mean chronological age of 5.8 years, classified as being developmentally delayed, were the target population. Subjects were randomly and evenly divided into an experimental group and comparison group, and then pretested on the scales to

determine gross and fine motor developmental ages. The 8-week program was administered by the subjects' parents or guardians and was based on a series of developmental activities accompanying the Peabody Scales, designed to teach each skill included in the scales. The program was monitored and adjusted bi-weekly by examiner home-visits. Analysis of data revealed that gross motor scores of the experimental group improved significantly over gross motor scores of the comparison group, while fine motor scores of both groups showed significant improvement. (JD)

ED 242 709 SP 024 125

Tower, Cynthia Crosson

Child Abuse and Neglect: A Teacher's Handbook for Detection, Reporting, and Classroom Management.

National Education Association, Washington, D.C. Report No.—ISBN-0-8106-0826-X

Pub Date—84

Note—115p.

Available from—National Education Association Professional Library, P.O. Box 509, West Haven, CT 06516 (\$7.95, Stock No. 0826-X-00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Child Abuse, *Child Neglect, Child Welfare, Elementary Secondary Education, *Identification, Legal Responsibility, Parent Child Relationship, *Sexual Abuse, *Student Behavior, Student Characteristics, Student Teacher Relationship, Teacher Responsibility, *Teacher Role

Educators have a duty to become involved in detecting and reporting abuse and neglect for at least three reasons. First, the trauma created by abuse and neglect is as much a detriment to learning as is a perceptual or physical difficulty. Second, teachers' roles place them in close contact with the child on a daily basis. And third, in all states, teachers are mandated by law to report child abuse and can be held liable for failure to do so. This book discusses the teacher's role in recognizing and reporting child abuse or neglect in nine chapters: (1) "How Do You Recognize Abuse and Neglect?" (2) "Whom Do You Tell?—The Reporting Process"; (3) "If You Suspect Child Abuse, How Can You Validate Your Suspicion?" (4) "Once You Report, What Happens Then?" (5) "What If You Have to Go to Court?" (6) "What Can You Do for the Child, Beyond Reporting?" (7) "Who Is the Child's Family?" (8) "How Can You Help the Child by Helping the Family?" and (9) "What Can You Do about Prevention?" Also included is a 41-item bibliography, eight appendices which include sources of further information and reporting procedure, and a list of state review board members. (JMK)

ED 242 710 SP 024 127

Page, Jane A. Page, Fred M., Jr.

Principals' Perceptions of Their Role and the Perceived Effectiveness of Their Academic Preparation for That Role.

Spons Agency—Georgia Southern Coll., Statesboro.

Pub Date—24 Apr 84

Note—23p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Attitudes, Administrator Characteristics, *Administrator Education, Administrator Responsibility, *Administrator Role, Elementary Secondary Education, Higher Education, *Job Performance, Job Satisfaction, *Principals, *Self Evaluation (Individuals), State Surveys

Identifiers—*Georgia

A study attempted to: (1) identify principals' perceptions of their occupational responsibilities and their academic preparation to function in these areas; (2) determine significant relationships between perceptions of preparation and perceptions of difficulty; and (3) determine significant differences among the perceptions of groups of principals categorized on the bases of: level of school, number of students enrolled in the school, years of service, highest degree attained, sex, and race. Subjects were 312 Georgia school principals who returned a survey out of an original randomly-selected sample of 500. Data were analyzed using three statistical procedures: one-way frequency distributions; Pearson product-moment correlation coefficients; and analyses of variance. Study findings do not imply (as other research has) a mass exodus from the princi-

palship in Georgia. Principals generally feel adequately prepared for most role activities, and this perception of preparation is highly correlated with their perceptions of role difficulty. There are a great many differences in principals' perceptions based on background variables. Ten tables of study data are appended. (JMK)

ED 242 711

SP 024 128

Duck, K. Haslett, K.

Deciding to Become a Teacher: A Shared Responsibility.

Pub Date—Jan 84

Note—14p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (64th, New Orleans, LA, January 28-February 1, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Students, *Course Evaluation, Course Objectives, *Education Courses, Experiential Learning, *Field Experience Programs, Foreign Countries, Higher Education, *Introductory Courses, Preservice Teacher Education, *Student Attitudes, Student Reaction

Identifiers—*University of Calgary (Canada)

The University of Calgary (Alberta, Canada) has two half-courses which can be categorized as early exploratory field experiences and which have existed over 5 years. One half-course is mainly theoretical in its focus and consists primarily of an analysis and description of education in contemporary society. In contrast, the other half-course presents the practical realities of teaching to those students who are seriously interested in exploring the teaching profession. It provides for a gradual, carefully planned exposure to the educational environment through observation and participatory experiences. Students complete the course before they enter the Faculty of Education. The major course objective is to provide students with on-campus activities, in-school and other experiences necessary for broadening their understanding of teaching and their own suitability in relation to "wanting to teach" and "being able to teach." The course structure reflects the course objective in numerous ways. First, the students are enrolled in small classes to allow for individual attention. Second, large blocks of time are scheduled for in-depth visits to schools and intensive on-campus discussion and debriefing sessions. Third, the planned activities throughout the course involve students in a variety of experiences. Results of a survey of students' (n=220) reactions, which provide an indication of course aspects considered most significant and meaningful, are presented. (JMK)

ED 242 712

SP 024 130

Hatch, Stephen, Ed. Kickbusch, Ilona, Ed.

Self-Help and Health in Europe. New Approaches in Health Care.

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

Report No.—ISBN-92-890-1016-9

Pub Date—83

Note—210p.

Available from—World Health Organization Publications Centre USA, 49 Sheridan Ave., Albany, NY 12210.

Pub Type—Reports - Descriptive (141) — Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Allied Health Personnel, Behavior Modification, *Community Action, *Foreign Countries, *Health Education, Physician Patient Relationship, *Primary Health Care, Public Health Legislation, *Self Care Skills, *Self Help Programs

Identifiers—*Europe

This book brings together 24 contributions (from 13 European countries) about the role of self-help in the overall pattern of health care, dealing with both the practical and the theoretical: (1) "A Reorientation of Health Care?" (Ilona Kickbusch and Stephen Hatch); (2) "Self-help Groups in Primary Health Care" (David Robinson); (3) "Self-care: What People Do for Themselves" (Kay Dean); (4) "The Diversity of Self-help Groups" (Ann Richardson); (5) "Groupes de Sante: The Users' Movement in France" (Alf Trojan); (6) "Self-help: A Psychoanalyst's Perspective" (Kurt Buchinger); (7) "Self-help and the Medical Practitioner" (Michael L. Moeller); (8) "Self-help and Medical Education" (M. Bremer Schulte); (9) "Health Education and

Self-care in Lapland" (Bo Henriksen); (10) "Researching Self-help: A Social Scientist's Perspective" (Jan Brancaerts); (11) "The Patient's Point of View" (Alec Dakin and Jennifer Milligan); (12) "Hypertension Clubs in Croatia" (Arpad Barath); (13) "Health Club Network Development in Southern Hungary" (I. Szilard, A. Ozsvath, and J. Tenyi); (14) "Self-help in the Soviet Union: The Case of the Deaf" (Madeline Drake); (15) "The Belgian Huntington League" (Jan Brancaerts); (16) "A Women's Dispensary" (Christiane Viedma); (17) "Short-term and Long-term Effects of Lay Groups on Weight Reduction" (A. Grimsso, G. Helgesen, and C. Borchgrevink); (18) "On Identification Resonance" (Arno van der Avort and Pieter van Harberden); (19) "Nottingham Self-Help Groups Project: The First Year's Work" (Judy Wilson); (20) "Health Enters Green Pastures: The Health Movement in the Federal Republic of Germany" (Ellis Huber); (21) "Self-help: A New Perspective for Health Care" (Robert Lafaille); (22) "Support for Self-help" (Bert Bakker and Mathieu Karel); (23) "Mutual Aid: From Research to Supportive Policy—Report from a WHO Workshop"; and (24) "Making a Place for Self-help" (Stephen Hatch and Ilona Kickbusch). (JD)

ED 242 713

SP 024 132

Danzig, Arnold B.

Teacher Testing as a Condition of Certification: Promises, Pitfalls, and Pratfalls.

Pub Date—May 83

Note—33p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Standards, *Basic Skills, Beginning Teachers, College Admission, Competency Based Teacher Education, *Court Litigation, Criterion Referenced Tests, *Minimum Competency Testing, Minority Groups, Screening Tests, Standardized Tests, State Standards, *Teacher Certification, *Test Validity

Identifiers—*Arizona

This paper examines some impacts of basic skills proficiency testing of teachers in Arizona. A discussion of some legal issues involved in teacher proficiency testing is presented. Specific cases are cited which illustrate the fact that the courts have ruled that testing must show "job-relatedness" and a "rational basis for use." It is pointed out that, in spite of high rates of minority failure, the courts have ruled that basic skills proficiency testing is related to the states' "legitimate employment needs." It is noted that court rulings on test validation have steered states toward criterion-referenced examinations which measure basic skills, professional knowledge, and content area ability. The Arizona Performance-Based Teacher Certification program, which consists of a basic skills subtest, a professional knowledge subtest, and a proposed competency-based two year teacher residency program, is described. The major focus of this description is on the Basic Skills subtests and some impacts this has had on teacher education in Arizona. Results of the Arizona Teacher Proficiency Exam in the basic skills component statewide, and at Northern Arizona University, are examined. Finally, some early testing results are analyzed. This includes a discussion of some test score correlations with other measures of student ability as well as a discussion of implications for minority students. (JD)

ED 242 714

SP 024 133

Baker, Thomas E.

Extended Teacher Education Programs: A Survey of Attitudes in Texas.

Spons Agency—Austin Coll., Sherman, Tex.

Pub Date—8 Apr 84

Note—23p.; Paper presented at the Joint Conference on Teacher Education (Fort Worth, TX, April 8, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Attitudes, *Deans, Higher Education, Preservice Teacher Education, Program Development, *Program Length, State Surveys, *Teacher Education Programs

Identifiers—*Extended Degree Programs, *Texas
Results of a national survey of schools and departments of education, undertaken in 1981 by the American Association of Colleges for Teacher Education on attitudes of teacher educators on extended teacher education programs, indicated a general skepticism about their effectiveness. A similar survey was conducted of educators in Texas. A

five-item, open-ended questionnaire, sent to the heads of 61 teacher education programs in Texas, received a response from two-thirds of the institutions. Despite the expression of many doubts and anxieties, with somewhat more coming from church-related institutions, there appeared to be more openness to the idea of extended teacher education in Texas than was found in the national survey. There has been more discussion of the concept in Texas institutions than in the national sample. One large state university is now beginning a five-year teacher education program, two land-grant institutions reported serious investigation of an extended program model, and several other institutions reported examinations of a five-year program, though none had any plans to implement one. (JD)

ED 242 715

SP 024 134

Killian, Joyce E.

Teachers Who Seek Computer Education: Their Attitudes, Needs, and Motivation.

Pub Date—24 Apr 84

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, *Computer Literacy, Educational Technology, Educational Trends, Elementary Secondary Education, Futures (of Society), Higher Education, Inservice Teacher Education, Knowledge Level, Motivation Techniques, *Teacher Attitudes, *Teacher Motivation

Teachers (n=61) who were participants in computer literacy workshops at Southern Illinois University were compared with a general sample of teachers in terms of their needs, attitudes, and motivation toward computer education. Nationwide data for comparison were taken from "Computers in the Classroom: A NEA Survey Report." The NEA sample of 1,700 yielded a response rate of 72.5 percent. Southern Illinois University workshop participants were asked to respond to 78 items on: (1) sources of encouragement for using computers with students; (2) level at which participants perceived themselves to be informed about computer subjects; (3) interest in learning how to use a computer for various purposes; (4) interest in learning about subjects related to computers in the classroom; (5) extent to which they believed that the future of schools and teaching would be influenced by computers; and (6) extent to which they believed that aspects of their teaching careers would be influenced by the computer movement. Comparison of group means indicated significant differences on several survey items. Workshop participants were more likely to report support from colleagues, administration, and students. Participants also had an interest in a wider range of computer subjects, were less threatened by the projected role of computers in education, and tended to shift their attitudes and interests over the course of the semester. (JMK)

ED 242 716

SP 024 136

A Study of Colleges of Education in Florida.

Report and Recommendations of the Postsecondary Education Planning Commission. Prepared in Response to Appropriations Item 451 of the 1983 General Appropriations Act (Chapter 83-300, Laws of Florida). Report 1.

Florida State Postsecondary Education Commission, Tallahassee.

Pub Date—16 Feb 84

Note—152p.

Pub Type—Reports - Evaluative (142) — Opinion Papers (120)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Basic Skills, Beginning Teachers, *Change Strategies, College School Cooperation, Elementary School Teachers, Experimental Education, Graduation Requirements, Higher Education, Performance Factors, *Schools of Education, Secondary School Teachers, Standardized Tests, State Surveys, *Teacher Certification, Teacher Education Programs, *Teacher Recruitment

Identifiers—*Florida

Florida's 1983 Legislature directed the Postsecondary Education Planning Commission to conduct a study of colleges of education in Florida. The Commission examined principally those areas relatively untouched by recent or impending changes. Legislation, board of education rules, department of

education initiatives and independent actions by various colleges of education have recently resulted in significant changes in Florida's teacher education programs. Many decisions have not yet been fully implemented and few changes have been operational long enough to permit evaluation of the effectiveness of program modifications, new directions, and revised standards. The Commission's recommendations, therefore, are intended to be complementary to actions of the past few years. This document discusses teacher education in Florida; research activities of colleges of education study committee; and seven issues and committee recommendations involving: (1) alternate route for certification in secondary education; (2) preparation programs for elementary school teachers; (3) addition of subject matter experts to state advisory board; (4) other improvements in teacher certification; (5) strengthening Florida's teacher certification examination; (6) service and outreach in public schools; (7) teacher education within universities; and (8) research activities of college of education faculty. Also included is an 86-item bibliography and eight appendices which include survey instruments, tables, interview forms, and a report on colleges of education research activity (JMK)

ED 242 717 SP 024 154
Stiggins, Richard J. Bridgeford, Nancy J.
Performance Assessment for Teacher Development.

Northwest Regional Educational Lab., Portland, OR. Center for Performance Assessment.
Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 84
Contract—400-83-0005
Note—36p.

Pub Type—Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Secondary Education, Evaluation Methods, Evaluation Utilization, Faculty Development, Formative Evaluation, Job Performance, School Districts, Summative Evaluation, Teacher Evaluation, Teacher Improvement

An investigation was made of current uses of formative and summative teacher evaluation. A review of the literature on teacher evaluation systems revealed that most systems attempted to accomplish two potentially conflicting purposes: to encourage teacher development and improve instructional quality (formative), and to judge teacher effectiveness and acquire evidence of incompetence (summative). An analysis of legal constraints and a series of case studies in local districts, illustrated the fact that collective bargaining agreements have been a major force in the school district's definition and limitation of teacher evaluation procedures. This factor has led to emphasis on summative evaluation, with the result that assessment practices contribute relatively little to the identification of teachers' strengths and weaknesses or skill improvement. Information acquired through summative teacher evaluation is seldom used organizationally to plan staff development activities. A review of the results of the case studies produces a list of barriers to formative teacher evaluation. It is concluded that it is both feasible and advisable to emphasize formative evaluation and develop an environment conducive to its success. A set of guidelines is presented for developing an effective formative evaluation system. (Author/JD)

ED 242 718 SP 024 155
Stiggins, Richard J. Bridgeford, Nancy J.
The Use of Performance Assessment in the Classroom.

Northwest Regional Educational Lab., Portland, OR. Center for Performance Assessment.
Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 84
Contract—400-83-0005
Note—45p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Achievement Tests, Classroom Techniques, Educational Testing, Elementary Secondary Education, Informal Assessment, Standardized Tests, Student Evaluation, Teacher Attitudes, Teacher Made Tests, Test Reliability

A study explored the nature and quality of teacher-developed assessment instruments. Teachers (n=228) from a range of grades, subjects, and

school districts described patterns of test use, concerns about assessment, and use of performance assessment by completing an extensive questionnaire. The research was conducted to determine: (1) teachers' skills, attitudes, perceptions, and concerns about day-to-day classroom assessment; (2) the extent to which performance tests (versus other forms of assessment) are used in classrooms; (3) the nature of performance tests; and (4) whether (or how) teachers check and/or attempt to improve the quality of their classroom performance assessments. Results suggested that the foundation and structure of classroom assessment consists primarily of teacher-developed assessments, with performance assessment serving as one of the key tools. Five major issues are analyzed and discussed: (1) the use and importance of performance assessment in the classroom; (2) the stability of results across grades, subjects, and research contexts; (3) teachers' concerns about assessment, particularly with respect to improving test quality and use; (4) specific issues of assessment quality, including potential difficulties in classroom performance assessment procedures; and (5) actions needed to overcome some of the assessment problems. (Author/JD)

ED 242 719 SP 024 162
Foster, Clifford D. And Others
Selection of Evaluation Criteria for the Development of a Teacher Assessment System. Research Report No. 84-1.

Washington Univ., Seattle. Teacher Education Research Center.
Pub Date—Feb 84
Note—36p.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Evaluation Criteria, Evaluation Methods, Higher Education, Measurement Techniques, Preservice Teacher Education, Student Teachers, Teacher Behavior, Teacher Effectiveness, Teacher Evaluation, Validity
Identifiers—Student Teacher Evaluation, University of Washington

A procedure was developed to systematically reduce 199 indicators of teaching effectiveness identified in related literature to a more manageable number for use in the University of Washington's assessment system for student teachers. The Teaching Performance Assessment Instrument from the University of Georgia was used as a model for grouping the indicators. A variety of teacher education documents containing generic standards were then reviewed to insure that all important aspects of teaching effectiveness were included. Criteria for selection included: (1) whether the indicator addressed one or more than one behavior; (2) whether the indicator contained language which was overly specific and limited in its application; and (3) whether the indicator appeared more than once. This analysis resulted in 47 indicators of teaching effectiveness grouped into 3 major categories: planning, instruction, and professional responsibilities. Validation of the assessment system involved sending copies of the instruments to 631 selected authorities in the field. A copy of the materials sent to the validators is appended as well as a descriptive brochure of the system. (Author/JD)

ED 242 720 SP 024 175
Burks, Mary P.
Requirements for Certification for Elementary Schools, Secondary Schools, Junior Colleges: Teachers, Counselors, Librarians, Administrators. Forty-Ninth Edition, 1984-85.

Report No.—ISBN-0-226-08103-6
Pub Date—84
Note—233p.

Available from—The University of Chicago Press, 5801 S. Ellis Ave., Chicago, IL 60637 (\$24.00).
Pub Type—Reference Materials - Directories/Catalogs (132) — Books (010)

Document Not Available from EDRS.
Descriptors—Administrator Qualifications, Certification, Counselor Certification, Educational Certificates, Elementary Secondary Education, Librarians, Qualifications, School Personnel, State Standards, Teacher Certification, Two Year Colleges

This edition of "Requirements for Certification" updates pertinent information on certification requirements for teachers, administrators, librarians, counselors, and other school personnel in each state in the United States. Outlines are provided of recommendations on certification by the following regional and national associations: Middle States

Association; New England Association of Schools and Colleges, Inc.; North Central Association of Colleges and Schools; Northwest Association of Schools and Colleges; Southern Association of Colleges and Schools Commission on Secondary Schools; and American Association of Community and Junior Colleges. Sources of information regarding teacher applications in the United States' possessions and territories are listed. (JD)

ED 242 721 SP 024 187
Reed, Patricia L. Ed.

Mainstreaming in Secondary Schools: Focus on Research. OATE-OACTE Monograph Series No. 6.

Ohio Association of Colleges for Teacher Education; Ohio Association of Teacher Educators.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Div. of Personnel Preparation.

Pub Date—83
Grant—G008000540
Note—49p.

Pub Type—Information Analyses (070) — Opinion Papers (120) — Collected Works - General (020)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Curriculum Development, Disabilities, Educational Research, Individualized Instruction, Mainstreaming, Program Effectiveness, Research Needs, School Personnel, Secondary Education, Secondary School Students, Secondary School Teachers, Special Education, Student Characteristics, Student Needs, Teacher Education

This monograph is intended to draw attention to the necessity for establishing research priorities which focus upon the problems specifically addressing the education of handicapped secondary school youth. Five studies addressing issues in this area are presented: (1) "An Analysis of Curriculum and Grading Formats Used by Regular Secondary Teachers" (Cynthia L. Warger); (2) "An Investigation of Secondary Preservice and Practicing Teachers' Perceptions Relating to Public Law 94-142" (Patricia A. Connard and Calvin Dill); (3) "Beyond the Mandate: A Study of Secondary Schools in Four Ohio Counties" (Frederick Chambers); (4) "A Study of the Discrepancies between Perceived Needs and Training of Teachers of Students with Behavioral Handicaps" (Ellen U. Williams, Steven C. Russell, Isabel Hansen, and Barbara Jackson); and (4) "Effects of a Curriculum Development Project upon Regular Secondary Faculty" (Patricia L. Reed and Robert L. Reed). (JD)

ED 242 722 SP 024 188
Reed, Patricia L. Ed.

Mainstreaming in Secondary Schools: A Shared Professional Responsibility. OATE-OACTE Monograph Series No. 7.

Ohio Association of Colleges for Teacher Education; Ohio Association of Teacher Educators.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Div. of Personnel Preparation.

Pub Date—83
Grant—G008301687
Note—37p.

Pub Type—Information Analyses (070) — Opinion Papers (120) — Collected Works - General (020)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Responsibility, Cooperative Planning, Counselor Role, Disabilities, Educational Cooperation, Educational Legislation, Individualized Instruction, Mainstreaming, Program Implementation, School Responsibility, Secondary Education, Secondary School Students, Secondary School Teachers, Special Education, Teacher Education, Teacher Responsibility

Identifiers—Education for All Handicapped Children Act

Schools have fostered a strong tradition of separatism in services, personnel, and settings between regular and special education. This tradition of separatism cannot easily or quickly be displaced, nor can one of shared professional responsibility be easily established. This volume contains papers dealing with the problem of building such a tradition. In "Teaching the Handicapped in Secondary Schools: An Historical Perspective," Thomas M. Stephens and Vikki F. Howard discuss the tradition of separatism in the schools and societal attitudes toward the handicapped. Specific ways in which secondary schools can move toward a tradition of shared responsibility are considered. Patricia L. Reed, in

"Preparing Regular Secondary Personnel to Help Make Mainstreaming Work," proposes that shared responsibility can be promoted through the use of a congruent set of special education concepts and practices in the preparation of secondary school teachers, administrators, and supervisors. The role of counselors in building the new tradition is examined by Mary Ann Stibbe, Loviah Aldinger, and Reem R. Baumann in "The Role of Counselors in Implementing P.L. 94-142." In "The Irony of Modern School Reform," Joseph Watras suggests that the new tradition may only reinforce a more dangerous type of separatism unless sufficient thought is given to what makes up good education. (JD)

ED 242 723 SP 024 189

Yarger, Gwen And Others

Teacher as Decision-Maker. A Field-Based Preservice Teacher Education Program.

Pub Date—Feb 84

Note—8p.; Document may not reproduce well.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College School Cooperation, *Cooperative Planning, *Decision Making, Educational Cooperation, Faculty Development, *Field Experience Programs, Higher Education, Inservice Teacher Education, Preservice Teacher Education, Student Teachers, *Teacher Centers

Problems such as finding quality placements for students, transporting them to their placements, providing adequate supervision from the campus, and establishing communication between campus and school faculty have caused teacher educators to avoid early field placement. A description is given of how the West Genesee/Syracuse University Teaching Center (New York) has dealt with these problems. Through a joint agreement between the school district and the university, faculties and students cooperate to develop programs for continuous pre- and in-service teacher education. The center's Directing Council consists of faculty and administrators from both institutions, and the center coordinator sits on committees both at the university and the school district. The concerns of each group are carried to the other, and, as a result, very clear guidelines are established for each level of field placement. Classroom teachers share in the evaluative process. University professors meet with the classroom teachers to discuss assignments and clarify what type of experience that is expected the classroom teacher will allow the preservice teacher. The classroom becomes a laboratory in which the preservice teacher tests materials, teaching strategies, and self. The university and school faculties are equal partners in establishing the atmosphere. An outline of the university's core course for preservice teachers is included. (JD)

ED 242 724 SP 024 190

Nelli, Elizabeth

Phi Delta Kappa Grade Point Average Study. Final Report.

Kentucky Univ., Lexington. Coll. of Education. Spons Agency—Phi Delta Kappa, Bloomington, Ind.

Pub Date—Mar 84

Note—23p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Comparative Analysis, *Education Majors, *Grade Point Average, Higher Education, *Majors (Students), *Research Methodology, Secondary School Teachers, Student Evaluation

Identifiers—*Kentucky

One criticism of teacher preparation programs is that teacher education graduates, especially high school teachers, are ignorant of subject matter, particularly in comparison with non-education graduates who majored in the same subject areas. This study compared the grades received by education students with the grades received by non-education students who took the same subject matter courses. The study was restricted to one institution and to a comparison of the grade point averages of students preparing to be high school teachers. It is noted that students seeking certification for high school teaching must complete at least one major in an academic area, and their grades in their major can therefore be compared with those of non-education students taking the same major. The data acquired at this institution appear to refute charges that teacher education graduates are academically inferior to non-education graduates. Because this was a pilot study, the methodology used in collecting and analyzing data

is outlined in detail. It is recommended that other institutions should undertake and share the results of similar comparative studies. (JD)

ED 242 725 SP 024 191

Denton, Jon J. Smith, Nick L.

A Cost Effectiveness Evaluation of Alternate Secondary Level Teacher Preparation Programs.

Pub Date—Apr 84

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, *Cost Effectiveness, *Education Majors, Evaluation Methods, Higher Education, *Nonmajors, Preservice Teacher Education, Program Costs, Program Effectiveness, Program Evaluation, *Secondary School Teachers, Student Teaching, *Teacher Certification, *Teacher Education Programs, Teacher Effectiveness

Two alternative programs for students seeking secondary school teacher certification were compared for cost effectiveness. The most pronounced difference between individuals majoring in education and non-majors seeking teacher certification while completing degree requirements in their chosen field is the number of required semester hours of professional education coursework. Education majors are required to complete 12 more hours of professional education coursework than are non-majors. Each program requires a minimum of 48 semester hours of teaching field coursework. The cost effectiveness of the 12 semester hours required of education majors was analyzed. An analysis of costs (faculty, materials, equipment, facilities, and services) revealed that, from the college of education's perspective, the certification option was less costly than the program for education majors. An analysis of student teachers' impact on student achievement revealed that education majors achieved a 10 percent higher increase in pupil cognitive attainment. The findings indicated that it costs \$73 more per semester per education major to positively effect a 10 percent gain in pupils' cognitive performance. The implications of these findings for program developers are discussed. (JD)

ED 242 726 SP 024 193

Mahlios, Marc C. Bromley, Karen D'Angelo

Student and Teacher Bidirectional Classroom Behavior: Effects on Classroom Interaction, Achievement, and Attitude.

Pub Date—84

Note—18p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (64th, New Orleans, LA, January 28-February 1, 1984). Research project supported by the University Awards Program of the Research Foundation of State University of New York.

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Grade 5, *Interaction, Intermediate Grades, Middle Schools, Social Studies, Student Attitudes, *Student Behavior, *Student Reaction, *Student Teacher Relationship, Teacher Attitudes, *Teacher Behavior, *Teacher Influence

Identifiers—*Bidirectionality

A study examined student initiated and teacher initiated influence patterns that make up aspects of bidirectionality. The study also identified ways in which these patterns relate to student learning and attitudes. Study subjects included 21 fifth-grade students and their teacher. Thirty-six social studies lessons, representing a unit, were videotaped over a 10 week period. Classroom interaction was assessed with an adaptation of the Teacher-Child Dyadic Interaction instrument. Learning was assessed with 30-question multiple choice tests administered during and following the study, and attitudes toward the teacher and lessons were assessed with "Pupil Perceptions of a Class Period" and "Postclass Reactions," each of which were administered 9 times during the study. Overall study findings provide support for a bidirectional model of classroom interaction, in which both the teacher and students exert influences on one another. The most significant finding seems to be that student influence patterns are more closely related to higher levels of achievement and positive student attitudes. (JMK)

ED 242 727 SP 024 204

Beasley, Carol R. And Others

On-the-Job Stress and Burnout: Contributing Factors and Environmental Alternatives in Educational Settings.

Pub Date—Apr 83

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 11-15, 1983).

Pub Type—Speeches/Meeting Papers (150) - Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Attitudes, Elementary School Teachers, Elementary Secondary Education, *Job Satisfaction, Role Conflict, Secondary School Teachers, *Special Education Teachers, Stress Management, *Stress Variables, Teacher Attitudes, *Teacher Burnout, Teacher Morale, *Teaching Conditions

Regular and special education teachers were compared to determine the extent of stress and burnout within these groups, environmental factors that were involved, and teachers' and administrators' views on feasible ways to reduce stress. A sample of regular and special education teachers in Utah (n=606) responded to 3 survey instruments: (1) the Maslach Burnout Inventory (MBI); (2) the Stress Profile for Teachers; and (3) a demographic and job-related questionnaire. Analyses were conducted to compare responses and to assess the relationship between the demographic and job-related characteristics of the sample and responses to the instrument. Findings of this study indicated: (1) No difference was found in level of burnout between regular and special education teachers; (2) Both regular and special education teachers scored in the moderate ranges of stress and burnout in the measures used; (3) Only 3.3 percent of the sample were in the high burnout category of the MBI; (4) None of the demographic and job-related variables were found to be related to stress in regular and special education teachers as a whole; and (5) Teachers and administrators did not perceive the same variables as being helpful in reducing stress. Nine tables of study data are included. (JD)

ED 242 728 SP 024 205

Foas, Larry A.

Stress Producing Factors among Regular Educators and Various Types of Special Educators.

Pub Date—9 Mar 84

Note—14p.; Paper presented at a Convention of the Arizona Federation of the Council for Exceptional Children (Tucson, AZ, March 9, 1984).

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Elementary School Teachers, Elementary Secondary Education, Emotional Disturbances, Learning Disabilities, Mental Retardation, Resource Teachers, Secondary School Teachers, Special Education, *Special Education Teachers, *Stress Variables, *Teacher Attitudes

Identifiers—Arizona

A study focused on the relative effect of various stress factors on: (1) regular and special education teachers; (2) teachers in resource and self-contained classrooms; and (3) teachers in programs for learning disabled, emotionally handicapped, and mentally handicapped students. Data were gathered with a questionnaire that was completed by 273 Arizona educators. Respondents indicated their level of agreement with the suggestion that each of a list of 53 factors had been stress producing for them in the previous 12 months. Stress factors included on the questionnaire were based on a review of the literature and interviews with special educators. The mean for each item was used to rank the items for each of the groups studied. "Paperwork," "procedural red tape," "discipline and behavior problems," and "disinterested parents" were found to be high stress producers for all groups studied. Comparison of groups of educators resulted in the identification of one or more factors that are significantly more stressful for those in specific types of positions than for those in other positions. Significant differences were also found between levels of stress produced by some factors for special education teachers in resource and self-contained classrooms. Five tables are appended. (JMK)

TM

ED 242 729 TM 830 566

Texas Assessment of Basic Skills. Final Technical

Report: Executive Summary.
Austin Independent School District, Tex. Office of Research and Evaluation.

Report No.—AISD-ORE-82-57

Pub Date—83

Note—74p.; Additional appendices (in full report) and corrected data may be viewed at the Austin Independent School District, Office of Research and Evaluation.

Pub Type—Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Basic Skills, Black Students, Elementary Secondary Education, Grade 3, Grade 5, Graduation Requirements, Hispanic Americans, Mathematics Skills, Reading Skills, School Districts, State Programs, *Testing Programs, *Test Results, White Students, Writing Skills

Identifiers—Austin Independent School District TX, *Texas Assessment of Basic Skills

This report presents the results of the fourth testing cycle of the Texas Assessment of Basic Skills (TABS), a statewide basic skills test for students in grades 3 and 5 and in high school (exit level) of the Austin Independent School District (AISD). The TABS measures basic performance objectives in mathematics, reading, and writing. The general findings of this report are: (1) from 1980 to 1983, the general trend has been upward, with the greatest improvement at grade 3; (2) although White students still outperform Hispanic and Black students, overall, the gains for minorities were greater over the past 3 years than the gains for White students; (3) AISD's minimum competency requirements for graduation are higher than the state-adopted minimum competency level for the TABS; AISD graduates must perform at a higher level of mastery than that required by the state for mastery on the TAB; and (4) the topic for the writing sample has changed every year; comparison of writing scores across years is not advisable. (PN)

ED 242 730 TM 830 623

Weber, Larry J. McBee, Janice K.

Cheating: A Problem with Take-Home Exams?

Pub Date—83

Note—12p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Montreal, Canada, April 11-15, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cheating, College Credits, Higher Education, Multiple Choice Tests, *Open Book Tests, Statistical Analysis, *Student Motivation, Testing Problems

Identifiers—Closed Book Tests, *Take Home Tests

Using multiple choice tests and a statistical method designed to identify flagrant cheaters, the authors undertook to determine (1) the magnitude of cheating on take-home and open-book exams; (2) whether the amount of cheating varied according to three types of examinations (closed-book, open-book or take-home); and (3) if cheating was affected by the type of credit awarded. There was little evidence of cheating on open-book and/or take-home examinations. It does not appear that cheating is more of a problem for open-book and take-home examinations than for closed-book types. Results indicate that motivational factors may affect the amount of cheating on examinations. (Author)

ED 242 731 TM 830 630

Chambers, Barbara A.

Elementary Law-Related Education Program: 1981-82 Evaluation Report.

Cleveland Public Schools, Ohio. Dept. of Research, Development and Evaluation.

Spons Agency—Cleveland Foundation, Ohio; Department of Education, Washington, DC.

Pub Date—Oct 82

Note—74p.

Pub Type—Tests/Questionnaires (160) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Achievement Tests, Analysis of Covariance, Attitude Measures, *Citizenship Education, *Civics, Courts, Intermediate Grades, Knowledge Level, Laws, *Legal Education, *Program Evaluation, Student Attitudes, Test Construction

Identifiers—Cleveland Public Schools OH, *Elementary Law Related Education Program

The Cleveland School District developed the Elementary Law-Related Education Program (ELRE) for students in grades three to six. The plan was designed to educate students in citizenship, the law, and the courts. It was implemented in the 1981-82 school year. The aims of the project were to develop student knowledge and attitude evaluation instruments, and to measure the impact of the program on students. A 30-item multiple choice test of knowledge and a 15-item attitude survey were developed for each ELRE Resource Guide unit. The units were Rules and Responsibilities, Origins of Law, Law and Influence in America, and the Court System. This evaluation report determined that the ELRE Program has succeeded in attaining virtually all of the objectives proposed. Recommendations are made to refine the program. The appendices include the instruments developed to measure knowledge and attitude of students at each grade level, as well as teacher workshop ratings. Summaries of analysis of covariance for knowledge tests and attitude surveys are also included. (DWH)

ED 242 732 TM 830 723

Adams, R. S. And Others

Experimental and Developmental Research Involving Evaluation of Policy and Program of United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Asian Centre for Educational Innovation for Development.

Pub Date—Nov 81

Note—19p.

Available from—UNIPOR, 205 East Forty-second Street, New York, NY 10017

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cross Cultural Studies, Developing Nations, Educational Development, *Educational Innovation, *Educational Research, *Evaluation, Foreign Countries, Institutional Role, *Research Needs, *Social Change

Identifiers—Asia, Pacific Region

In preparation for the Seventh Regional Consultative Meeting on the Asian Programme of Educational Innovation for Development (APEID) in June 1981, some of the eminent educators in Asia and the Pacific were invited by the Asian Centre of Educational Innovation for Development (ACEID) to present their thoughts on APEID. This document contains papers by R.S. Adams, Yung Dug Lee, S.K. Mitra, and Tan Sri Dato Haji Murad bin Mohammed Noor on the topic "Experimental and Developmental Research Including Evaluation." In his paper, Adams differentiates among five innovation phases (origination, specification, operation, implementation, and evaluation) and suggests ways that experimental and developmental research can be carried out in each. Lee offers a definition of experimental and developmental research and suggests what needs to be done in connection with future APEID activities. Mitra provides definitions of experimental and developmental research and evaluation and emphasizes that experimental research should be linked to developmental research and evaluation. Finally, Noor argues for the need for a systematic evaluation of education. (LC)

ED 242 733 TM 830 008

Your Scores in Basic Skills: Iowa Tests of Basic Skills, AISD Junior High Schools, School Year 1981-82, AISD Senior High Schools, School Year 1981-82.

Austin Independent School District, Tex.

Pub Date—82

Note—14p.; For a related document, see TM 832 009.

Pub Type—Guides - Non-Classroom (055) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Basic Skills, *Educational Testing, Graduation Requirements, High Schools, Junior High Schools, Minimum Competencies, School Districts, Scores, Secondary Education, *Standardized Tests, Student Evaluation, Testing Programs, *Test Interpretation, Test Results, Test Use, Test Validity

Identifiers—*Iowa Tests of Basic Skills, PF Project, *Sequential Tests of Educational Progress

Designed for junior high and high school students and their parents, this brochure explains the structure, function, and method for interpretation of the Iowa Tests of Basic Skills and the Sequential Tests of Educational Progress. A question and answer format is used to provide information on scope and

purposes of the tests, meaning and accuracy of the scores, and relationship of the scores to the Austin (Texas) Independent School District graduation and minimum competency requirements. Sources for further information are also provided. This brochure was submitted to the 1983 American Educational Research Association Division H competition as a best study report brochure. (LP)

ED 242 734 TM 832 009

Your Child's Scores in Basic Skills: Iowa Tests of Basic Skills, AISD Kindergarten, School Year 1981-82, AISD Elementary Schools, School Year 1981-82.

Austin Independent School District, Tex.

Pub Date—82

Note—12p.; For related document, see TM 832 008.

Pub Type—Guides - Non-Classroom (055) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Basic Skills, *Educational Testing, Elementary Education, Primary Education, School Districts, Scores, *Standardized Tests, Student Evaluation, Testing Programs, *Test Interpretation, Test Results, Test Use, Test Validity

Identifiers—Austin Independent School District TX, *Iowa Tests of Basic Skills, PF Project

Designed for parents of kindergarten and elementary school children in Austin, Texas, this brochure explains the structure and function of the Iowa Tests of Basic Skills. A question and answer format is used to provide information on the scope and purposes of the tests, grade level differences in testing, meaning and accuracy of the scores, and resources for further information. Sample test results are provided to aid in test score interpretation. This brochure was submitted to the 1983 American Educational Research Association Division H competition as a best study report brochure. (LP)

ED 242 735 TM 832 025

Hanhan, Sara Fritzell Kuklinski, Wayne

A Descriptive Review Process for Growth in Teaching.

Pub Date—[83]

Note—4p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Observation Techniques, Elementary Education, Secondary Education, Evaluation Methods, Inservice Teacher Education, *Observation, *Personality, *Self Evaluation (Individuals), Teacher Behavior, *Teacher Evaluation, Teacher Improvement, *Teaching Styles

Identifiers—PF Project

A description is given of the Descriptive Review Process, a method of analyzing a teacher's personal style in order to promote teacher development and improvement. The process combines teacher self-evaluation with evaluation by an observer and a chairperson. The emphasis of the process is on the teacher. The teacher's role in the process involves: (1) determining the specific focus of the process; (2) reflecting on the teaching practice being observed; (3) receiving feedback in a descriptive, nonjudgmental way; (4) becoming aware of patterns of personal style as they are exhibited in the teaching context; and (5) collaborating with the observer and chairperson in formulating recommendations to utilize the strengths of the personal style. Topics covered in this description include: ways the process has been successful; areas the teacher and the observer should reflect on in preparation for the process; steps involved in the process; and questions for the teacher to comment on during the process. (DC)

ED 242 736 TM 832 027

Hiscox, Michael D. And Others

Assessment Reports 1-7: An Update on the Alaska

Assessment Program. Alaska State Dept. of Education, Juneau. Office of Planning and Research; Interwest Applied Research, Inc., Portland, OR.

Pub Date—83

Note—42p.

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Rating, Achievement Tests, Evaluation Methods, Grade 4, Grade 8, Intermediate Grades, Junior High Schools, *Mathematics Skills, *Reading Skills, Scores, *Standardized Tests, *State Standards, *Testing Programs, Test Interpretation, Test Results

Identifiers—*Alaska, PF Project

A series of reports informs educators and parents about the Alaska Statewide Assessment, a program designed to measure student performance in mathematics and reading. The first report covers the 1981 assessment, proposed planning and changes in the program for 1983, evaluation plans, and test scores. Report 2 describes the progress of score interpretation; compares scores for sex, race, language, and geographic differences; and discusses the 1981 Scholastic Aptitude Tests. Report 3 summarizes the assessment process, the content of the tests, and statewide averages, in addition to answering commonly asked questions about the statewide assessment program. Report 4 evaluates student strengths and weaknesses as indicated in the test results. Report 5 describes educators' reactions to the program and features of the 1983 assessment, local use of test results, information provided in test results, and district testing representatives. The final report provides the results of the 1983 assessment, describes content of the 1983 tests, and answers teacher and parent questions related to uses of the scores and differences between 1981 and 1983 scores. (LP)

ED 242 737

TM 832 028

Rogers, Margaret M.

Understanding the Problem: Key to Problem-Solving Skills.

Pub Date—Sep 83

Note—3p.

Journal Cit—CAPTRENDS; suppl Sep 83

Pub Type—Guides - Non-Classroom (055) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Critical Thinking, Decision Making Skills, Difficulty Level, Educational Games, Elementary Secondary Education, *Logical Thinking, Problems, *Problem Solving, *Puzzles, *Simulation, *Skill Development, Teaching Methods

Identifiers—Fact Sheets, PF Project

Six tips for increasing student problem-solving skills are offered in this teacher fact sheet. Puzzles and simulations matched to student mental maturity and general knowledge are recommended as activities for helping students think more flexibly and practice higher order thinking skills. In addition, four suggestions are given for controlling exercise difficulty level on performance assessments. (LH)

ED 242 738

TM 832 031

Student Achievement Levels Climb at Ribault Senior High School.

Northwest Regional Educational Lab., Portland, Oreg.

Pub Date—Jul 83

Note—6p.; Developed by the Goal Based Education Program.

Journal Cit—Profiles, Programs & Products; n31 Jul 1983

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Academic Standards, Basic Skills, *College Preparation, *Competency Based Education, Discipline Policy, Educational Change, High Schools, High School Seniors, *Minimum Competencies, *Minimum Competency Testing, Models, Program Descriptions, Program Effectiveness

Identifiers—PF Project

Ribault (Florida) Senior High School has reported a dramatic increase in student achievement levels since implementing a comprehensive college preparation curriculum. Among the program changes that contributed to those gains are: (1) the establishment and consistent enforcement of a strong discipline program, including rules for student conduct, a dress code, and strict attendance policies; (2) schoolwide promotion of academic excellence based on high standards and expectations for student achievement; (3) assessment of student strengths and weaknesses and refocusing instruction to teach skills needed to increase performance; and (4) strong commitment from teachers, principals, and superintendents to help students achieve. Prior to implementing these changes in 1977, only 56 percent of Ribault students were able to show minimum competence in communications to pass that portion of the State Student Assessment Test (SSAT), and only 20 percent passed in mathematics. In 1981, after implementing the above changes, 84 percent of Ribault students were able to pass the

communications portion of the SSAT, and 86 percent demonstrated minimum competence in mathematics. (LH)

ED 242 739

TM 840 102

Centra, John A.

The Graduate Degree Aspirations of Ethnic Student Groups among GRE Test-Takers.

Educational Testing Service, Princeton, NJ. Graduate Record Examination Board Program.

Spons Agency—Graduate Record Examinations Board, Princeton, N.J.

Report No.—GREB-77-7P

Pub Date—Dec 79

Note—47p.

Available from—Educational Testing Service, Publications Order Services, Dept. I-101, Princeton, NJ 08541.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Ability, *Academic Aspiration, American Indians, Asian Americans, Black Students, College Entrance Examinations, *Ethnic Groups, Grade Point Average, *Graduate Students, Higher Education, Hispanic Americans, Mexican Americans, *Predictor Variables, Puerto Ricans, Racial Differences, Scores, Sex Differences, Student Characteristics, White Students

Identifiers—Graduate Record Examinations

The degree objectives of prospective graduate students from the various ethnic groups were investigated in this study by using the extensive (200,000 plus) Graduate Record Examination (GRE) registrant population of 1976-1977. GRE scores, undergraduate grade point average, and being a male were the important predictors of students' expectations of obtaining a doctor's rather than a master's degree, and this was generally true for each of the ethnic groups. Characteristics of their undergraduate institutions such as affluence, selectivity, and the predominant racial make-up, generally had little influence. Black and Hispanic/Indian students had higher degree aspirations than White or Oriental students with similar characteristics. However, there is marked similarity among the ethnic groups in the percentages planning to obtain a doctorate at the various GRE percentiles for their group. This suggests that each group acts as a particular frame of reference for students within it. For each of the major field areas (humanities, natural sciences, social sciences), the variables available for this study did not highly predict which students expected to obtain the higher degree. (multiple R's in the .30s). (Author)

ED 242 740

TM 840 107

Pike, Lewis W.

Implicit Guessing Strategies of GRE-Aptitude Examinees Classified by Ethnic Group and Sex.

Educational Testing Service, Princeton, NJ. Graduate Record Examination Board Program.

Spons Agency—Graduate Record Examinations Board, Princeton, N.J.

Report No.—GREB-75-10P

Pub Date—Jun 80

Note—113p.

Available from—Educational Testing Service, Publications Order Services, Dept. I-101, Princeton, NJ 08541.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Aptitude Tests, Black Students, *College Entrance Examinations, *Ethnic Groups, *Guessing (Tests), Higher Education, Hispanic Americans, Racial Differences, Scoring, Scoring Formulas, *Sex Differences, Student Characteristics, Test Bias, Testing Problems, Test Items, White Students

Identifiers—Graduate Record Examinations

This study describes intergroup guessing differences in response to tests and to test-like tasks. It is a composite of seven component inquiries with three substudies in Phase 1 and four in Phase 2. These seven studies cover the Graduate Record Examination (GRE) item-type domain from a number of viewpoints relevant to implicit guessing behavior. The studies in Phase 1 centered on item analytic strategies and on test data derived from a GRE administration. The studies in Phase 2 centered on item-component strategies and on data derived from supplementary materials administered at four university settings. The groups studied were Whites, Chicanos, and Blacks. The implication of any intergroup differences might be that the scoring formula and the instructions to candidates concerning scor-

ing were inappropriate for one or more groups. The most general conclusion is that such intergroup differences do not exist. In seven attempts to find group contrasts, with each attempt yielding a fairly complex and multifaceted analysis, only one minor phenomenon can be reported: Chicano female omitting on GRE-Verbal is demonstrated by individual groups of somewhat lower average ability than that of individuals demonstrating similar behavior for other ethnic-sex groups. (PN)

ED 242 741

TM 840 115

Campbell, Joel T. Donlon, Thomas F.

Relationship of the Figure Location Test to Choice of Graduate Major.

Educational Testing Service, Princeton, NJ. Graduate Record Examination Board Program.

Spons Agency—Graduate Record Examinations Board, Princeton, N.J.

Report No.—GREB-75-7P

Pub Date—Nov 80

Note—71p.

Available from—Educational Testing Service, Publications Order Services, Dept. I-101, Princeton, NJ 08541.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Aptitude Tests, Data Analysis, *Field Dependence Independence, *Graduate Students, Higher Education, *Majors (Students), *Test Construction, Testing

Identifiers—Figure Location Test, Graduate Record Examinations

The Figure Location Test (FLT) developed by Donlon, Reilly and McKee to provide a machine-scorable test of the cognitive style called field dependence-field independence, was administered as the experimental section of the October 1976, Graduate Record Examination (GRE) Aptitude Test at about one third of the centers in the United States. Initial data analysis showed that the FLT was related to choice of majors: mathematics and chemistry having high mean scores while education, sociology, and nursing had low mean scores. In addition, those who responded that being people-related was an important consideration in choosing their major fields had lower mean scores than those who said it was unimportant. The converse was true for those who said they emphasized intellectuality. Analysis, including analysis of covariance and partial correlation to remove the effects of the GRE-Verbal and Quantitative scores, showed that most of these effects overlapped those of the other variables. That Witkin found some independent relationships between choice of major and a cognitive style test is perhaps due to the fact that he was studying undergraduate rather than graduate students, or to the fact that he was studying students in a single, rather selective, college. (Author/PN)

ED 242 742

TM 840 122

Dorr-Bremme, Donald W.

Assessing Students: Teachers' Routine Practices and Reasoning.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Oct 83

Note—13p.

Journal Cit—Evaluation Comment; v6 n4 p1-12 Oct 1983

Pub Type—Reports - Research (143) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Criterion Referenced Tests, *Decision Making, Elementary School Teachers, Elementary Secondary Education, Grouping (Instructional Purposes), Norm Referenced Tests, Secondary School Teachers, *Standardized Tests, Student Evaluation, Student Placement, *Teacher Attitudes, *Teacher Made Tests, *Test Results, *Test Use

Some of the major findings of CSE's (Center for the Study of Evaluation) Test Use in Schools Project are synthesized and interpreted. The Project incorporated fieldwork and survey techniques to answer questions about the kinds of tests teachers administer in their classrooms, the kinds of information teachers need from tests to make decisions about their students, and how teachers use test information to make decisions. Data collected during the study are described and interpreted from the standpoint of teachers' routine assessment needs and practices. The classroom teacher is seen as a practical reasoner and decision maker who makes

clinical use of assessment information to diagnose, prescribe, and monitor instruction. The tests teachers use most frequently are those that fit their practical circumstances: formal and informal measures they themselves construct or seek out for the information they provide; and curriculum embedded tests that come with commercial or district materials. Policy implications germane to the development of testing programs are presented and features of a testing system that could be directly useful to teachers are described. (LC)

ED 242 743 TM 840 144

Kyle, Kenneth

Examination of Academic Characteristics of a Sample of Students Taking the 1983 Scholastic Aptitude Test.

Corpus Christi Independent School District, Tex.

Pub Date—Jan 84

Note—46p.; Appendix A has been removed due to copyright restrictions.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Academic Records, *College Bound Students, *College Entrance Examinations, *College Preparation, High Schools, Program Evaluation, Secondary School Curriculum, Standardized Tests, Student Characteristics

Identifiers—Corpus Christi Independent School District TX, Scholastic Aptitude Test

This study examines the academic records of students in the Corpus Christi Independent School District (CCISD) who completed the Scholastic Aptitude Test (SAT). An attempt was made to identify the differences between high, average, and low scoring students on the SAT with respect to course patterns, grade point averages, and standardized achievement test scores. Research was conducted in the expectation that results would provide guidance for promoting procedures to improve SAT scores of CCISD students and reversing the decline of scores. The classification of student course patterns was a major aspect of the study. Several recommendations were proposed to improve student preparation for the SAT. These include informing junior high school students of the purpose of college entrance exams and the level of academic expectation required to succeed on them. All college bound students should be guided in taking the necessary college preparatory courses, especially geometry. Standardized end of course testing should be implemented to ensure that the prescribed course content is being taught. (DWH)

ED 242 744 TM 840 150

McLean, James E.

A Meta-Analysis Approach to Impact Evaluation of Adoptions.

Pub Date—Mar 83

Note—9p.; Paper presented at the National Diffusion Network Regional Meeting (Memphis, TN, March 7-9, 1983).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Demonstration Programs, Effect Size, Elementary Secondary Education, *Evaluation Methods, *Meta Analysis, Program Evaluation, *Program Validation

Identifiers—*Impact Evaluation, National Diffusion Network

The purpose of this paper is to review some of the methods used for the impact evaluation of Demonstrator-Developer projects and to promote the meta-analysis approach. Four examples of attempts to collect and analyze impact data from adopters are presented, one of which used the meta-analysis approach. In this example, each adopter collected pre and post data using instrumentation specified by the parent project. The results were used to compute an effect size (a standardized growth measure) for each project using the performance of the control group in the original project. Using this approach, one not only is able to get an estimate of the effectiveness of each separate adoption, but the data can easily be aggregated for an estimate of the effectiveness of the parent project. (BW)

ED 242 745 TM 840 152

Greene, Anita-Louise

Partial Acquisition of the Formal Operations.

Pub Date—Apr 83

Note—79p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, Montreal, Quebec, April 11-15, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports—Research (143)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—*Abstract Reasoning, Adolescents, *Cognitive Development, Correlation, *Developmental Stages, Instructional Program Divisions, *Political Attitudes, Problem Solving, Sex Differences, *Time Perspective

Identifiers—*Formal Operations, Idealism, *Piagetian Tasks, Propositional Abilities

Sixty adolescents, stratified by sex and grade level (i.e., 9th, 12th, and college sophomore) participated in an examination of Piaget's suggestion that the formal operations are prerequisite to the development of political idealism, abstract thought and future time perspective in adolescence. Analysis of the cognition data revealed that the frequency of adolescents demonstrating propositional reasoning was significantly higher than that obtained for any of the complementary subgroups. Subsequent correlation analyses revealed a highly significant, positive association between formal operations reasoning and political idealism, abstract thought, and one of the measures of future time perspective. Finally, no significant differences were obtained between adolescents demonstrating partial vs. complete acquisition of the formal operations, and criterion performance on the measures of political idealism and abstract thought. Contrary to Piaget's suggestion, the findings of this study would indicate that partial acquisition of the formal operations (i.e., propositional reasoning) may be the more characteristic achievement of adolescence. These findings also would indicate that such partial acquisitions may serve as a sufficient cognitive foundation for the development of political idealism and abstract thought to occur. (Author)

ED 242 746 TM 840 154

Enell, Nancy C. Lee, Peter

Specific Learning Disability, 1982-83 Study.

San Juan Unified School District, Carmichael, Calif.

Pub Date—Sep 83

Note—30p.; Attachment A contains small print.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Academic Ability, Academic Achievement, Educational Diagnosis, Educational Legislation, Elementary Secondary Education, *Evaluation Criteria, Evaluation Methods, *Handicap Identification, *Learning Disabilities, *Special Education

Identifiers—*San Juan Unified School District CA

During the spring of 1981, a San Juan Task force of special education staff members developed revised criteria for the identification of students with specific learning disabilities (SLD). This report covers the second year of discrepancy criteria implementation. It examines the identification of 225 students with SLD during the first semester of the 1982-83 school year in the San Juan (California) Unified School District. Of particular interest was the impact of the California criteria for identification, adopted in early 1983. The criteria in use in San Juan for the 1981-83 period were similar to those adopted by the state, but were applied according to a uniform discrepancy score, rather than using a different discrepancy for each pair of test scores. Students identified under San Juan's criteria were found to be in line with the adopted state criteria specifications. (Attachments are included for the state and federal legislation related to SLD, and San Juan's criteria for services.) The use of discrepancy criteria had no effect on the percent of referrals identified. It did, however, have an effect on the number of students referred for special education. Because fewer students were referred, fewer students were actually identified as having learning disabilities. (PN)

ED 242 747 TM 840 155

Kolen, Michael J.

Standard Errors of the Tucker Method for Linear Equating under the Common Item Nonrandom Groups Design. ACT Technical Bulletin Number 44.

American Coll. Testing Program, Iowa City, Iowa.

Report No.—ACT-TB-44

Pub Date—Jan 84

Note—35p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Certification, *Comparative Analysis, *Equated Scores, *Error of Measurement, Research Methodology, *Sampling, Simulation, Testing Programs

Identifiers—Efrons Bootstrap, Linear Equating Method, *Nonrandomized Design, *Tucker Common Item Equating Method

Large sample standard errors for the Tucker method of linear equating under the common item nonrandom groups design are derived under normality assumptions as well as under less restrictive assumptions. Standard errors of Tucker equating are estimated using the bootstrap method described by Efron. The results from different methods are compared via a computer simulation as well as a real data example based on test forms from a professional certification testing program. (Author/PN)

ED 242 748 TM 840 159

Michigan Educational Assessment Program: Social Studies, Grade 4. Test Number 35, Student Assessment Booklet.

Michigan State Board of Education, Lansing.

Pub Date—83

Note—17p.; For related documents see TM 840

160-161.

Pub Type—Tests/Questionnaires (160)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Achievement Tests, *Educational Assessment, *Grade 4, Intermediate Grades, *Social Studies, *State Programs, Testing Programs

Identifiers—*Michigan Educational Assessment Program
The Michigan Educational Assessment Program presents an untimed, 70-question Social Studies Test (Form 35) for grade 4 students to assess social studies skills. This document contains the test booklet only. (PN)

ED 242 749 TM 840 160

Michigan Educational Assessment Program: Social Studies, Grade 7. Test Number 65, Student Assessment Booklet.

Michigan State Board of Education, Lansing.

Pub Date—83

Note—29p.; For related documents, see TM 840

159-161.

Pub Type—Tests/Questionnaires (160)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Achievement Tests, *Educational Assessment, *Grade 7, Junior High Schools, *Social Studies, *State Programs, Testing Programs

Identifiers—*Michigan Educational Assessment Program
The Michigan Educational Assessment Program presents an untimed, 100-question Social Studies Test (Form 65) for grade 7 students to assess social studies skills. This document contains the test booklet only. (PN)

ED 242 750 TM 840 161

Michigan Educational Assessment Program: Social Studies, Grade 10. Test Number 95, Student Assessment Booklet.

Michigan State Board of Education, Lansing.

Pub Date—83

Note—32p.; For related documents, see TM 840

159-160.

Pub Type—Tests/Questionnaires (160)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Achievement Tests, *Educational Assessment, *Grade 10, High Schools, *Social Studies, *State Programs, Testing Programs

Identifiers—*Michigan Educational Assessment Program
The Michigan Educational Assessment Program presents an untimed, 100-question Social Studies Test (Form 95) for grade 10 students to assess social studies skills. This document contains the test booklet only. (PN)

ED 242 751 TM 840 162

Caulley, Darrel N.

Concept Analysis in Evaluation. Paper and Report

Series No. 61.

Northwest Regional Educational Lab., Portland,

OR. Research on Evaluation Program.

Spons Agency—National Inst. of Education (ED),

Washington, DC.

Pub Date—Jul 81

Grant—400-80-0105

Note—28p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Compensatory Education, *Evaluation, Evaluation Methods, *Evaluative Thinking, *Program Evaluation, Research Methodology

Identifiers—*Concept Mapping, Evaluation Problems

What are the four different types of questions of

concern in an evaluation study and how can concept questions be recognized and answered? These issues are addressed in this paper, in the framework of a compensatory education program evaluation. The discussion includes (1) the identification of concept questions and how they are different from fact, technical, and value questions; (2) a description of three types of analysis (differentiation, generic, and conditions) useful in dealing with concept questions in evaluation; and (3) a discussion of the use of concept maps in evaluation. (PN)

ED 242 752 TM 840 163

Hansen, Richard B. Rogers, Bruce G.

Convergent and Discriminant Validation of Measures of Faculty Competency by the Multitrait-Multimethod Matrix.

Pub Date—Apr 84

Note—9p; Paper presented at the Annual Meeting of the National Council of Measurement in Education (New Orleans, April 24-26, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Committees, Evaluation Methods, Faculty Evaluation, Higher Education, *Matrices, Peer Evaluation, Research Methodology, Self Evaluation (Individuals), Statistical Analysis, Student Evaluation of Teacher Performance, *Teacher Effectiveness, *Teacher Evaluation, *Validity

Identifiers—Convergent Validation, Discriminant Validity, Faculty Publishing, *Multitrait Multimethod Techniques

Three attributes of faculty competence—teaching, research, and service—were each measured by three different instruments—department chair evaluation, self-evaluation, and one other measure (student evaluations, number of publications, or number of committees). The data were analyzed through a multitrait-multimethod matrix (MTMMM) to ascertain convergent and divergent validity. Data were obtained from 57 faculty members, all of whom held the doctorate. Because the required conditions were not fully met for each criterion, applying the MTMMM approach led to somewhat ambiguous results. While the limitations (e.g., small sample size, questionable properties of the instrument, and uni-dimensional assumption of traits) should be considered in interpreting the results, the fact that confidential data are difficult to obtain suggests both that the tentative conclusions may be of value to other researchers and that further investigations are warranted. The results indicate that the evidence for validity is relatively weak; it was concluded that the results from these measures should be interpreted with considerable caution. (Author/PN)

ED 242 753 TM 840 164

Daniel, Mark

Correlations of Aptitude Tests with High School Grades. Technical Report, 1983-4.

Johnson O'Connor Research Foundation, New York, NY. Human Engineering Lab.

Pub Date—Sep 83

Note—21p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Aptitude Tests, *Correlation, *Grades (Scholastic), High Schools, *Predictive Validity, Public Schools, *Secondary School Curriculum

Identifiers—*Johnson O Connor Aptitude Tests, Test Batteries

Aptitude test scores have been correlated with grades in twenty-six courses and with overall indices of academic performance, based on over 500 students attending a public high school. There is little evidence of differential validity for the major academic subject areas; instead, five tests (English Vocabulary, Graphoria, Silograms, Analytical Reasoning, and Ideaphoria) tend to be most highly correlated with grades, and the latter four of these tests remain relatively highly correlated with grades after Vocabulary is controlled through partial correlation. Other aptitude tests correlate highly with some of the more specialized courses. (Author)

ED 242 754 TM 840 165

Eriaku, P. O.

Curriculum and the Individual - A Special Reference to Uganda.

Pub Date—Jun 83

Note—17p; Paper presented at the Annual Meeting of the International Association of Educa-

tional Assessment (9th, Blantyre, Malawi, June 13-17, 1983). Blurred type throughout document.

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, Curriculum, *Curriculum Development, Educational Assessment, *Educational Attainment, Educational Objectives, Elementary Secondary Education, *Foreign Countries, *Individual Development, National Programs

Identifiers—Blooms Taxonomy, *Uganda

Uganda's education system was damaged and retarded by the military regime of the 1970's. About 50 percent of the primary school age children go to school and of these only 20 percent manage to proceed to secondary school. The ultimate number that manage to gain admission to the single university is 0.8 percent of these. Curriculum provides for an innovative change within an individual. Its implementation must be adjusted to suit the individual. Planning a curriculum necessitates its analysis as a first phase and must eventually end in its syntax before implementation. Administrative arrangements constitute what the Director of a Curriculum must add to a planned curriculum in order to develop it. Assessment of an individual's attainment is determined by and geared towards set objectives. Public examinations set at different levels in Uganda are confined more or less to the cognitive and affective domains of Bloom's taxonomy. (Author)

ED 242 755 TM 840 166

Brinhardt, Thomas M. Lipka, Richard P.

Developmental and Sex Differences in the Early Mentions of Kindergarten through Twelfth Graders' Spontaneous Self-Perceptions: Implications for Educational Research and Practice.

Pub Date—Apr 83

Note—26p; Paper presented at the Annual Meeting of the New England Educational Research Organization (Rockport, ME, April 27-29, 1983).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age Differences, Data Collection, *Developmental Stages, Educational Practices, Educational Research, Elementary Secondary Education, Interviews, *Perception, *Self Concept, *Self Concept Measures, Self Esteem, *Sex Differences

Identifiers—*Protocol Analysis

Reactive scales dominate the self-concept field. Using these instruments leaves two questions unanswered. First, if left to his/her own devices would the individual even think of him/herself in terms of that dimension? Second, what are the dimensions in terms of which individuals do think of themselves? With these two questions in mind, 536 kindergarten through 12th-graders were asked the single question: "Tell me about yourself?" All statements in every student's protocol were analyzed on the basis of self-concept content, self-esteem judgments, and whether the mentions appeared early or late in the protocol. When the entire protocol was considered, trends emerged which are consistent with previous research on self-concept development. One of the numerous findings was support for an ontogenetic shift in self-concept characterized as: "I am what I own" to "I am what I do" to "I am what I am." All the findings were discussed by indicating ways for curriculum planners to respond to the data. (Author/PN)

ED 242 756 TM 840 167

Breland, Hunter M.

The Direct Assessment of Writing Skill: A Measurement Review. College Board Report No. 83-6.

Educational Testing Service, Princeton, N.J. Spons Agency—College Entrance Examination Board, New York, N.Y.

Report No.—CB-R-83-6; ETS-RR-83-32

Pub Date—83

Note—30p.

Available from—College Board Publications, Box 886, New York, NY 10101 (\$5.00).

Pub Type—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Essay Tests, Evaluation Needs, Higher Education, Interrater Reliability, *Measurement Techniques, Scoring, Secondary Education, Technological Advancement, *Test Reliability, *Test Validity, *Writing Evaluation, *Writing Skills

Identifiers—*Direct Assessment

Direct assessment of writing skill, usually considered to be synonymous with assessment by means of writing samples, is reviewed in terms of its history and with respect to evidence of its reliability and validity. Reliability is examined as it is influenced by reader inconsistency, domain sampling, and other sources of error. Validity evidence is presented, which shows reported relationships between direct assessment scores and criteria such as class rank, English course grades, and instructors' ratings of writing ability. Evidence on the incremental validity of direct assessment over and above other available measures is also given. It is concluded that direct assessment makes a contribution but that methods need to be developed to improve its reliability and reduce its costs. New automated methods of textual analysis and new kinds of direct assessment in which more than a single score is produced are suggested as two approaches to better direct assessment. (Author)

ED 242 757 TM 840 168

Halpin, Gerald And Others

The Effects of a Program to Increase CAT Scores.

Pub Date—Apr 84

Note—25p; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 24-26, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Gains, *Achievement Tests, Cost Estimates, Elementary Education, High Achievement, Intentional Learning, Multivariate Analysis, *Program Effectiveness, Scores, *Test Coaching, Test Wiseness

Identifiers—*California Achievement Tests, *Scoring High on the California Achievement Tests

The effects of a test coaching program, "Scoring High on the California Achievement Test," were investigated with a sample of 876 students in grades 1, 2, 4, and 5. Multivariate analyses of variance were used to determine the effects of the program, grade level, sex, and race. Significant differences in favor of the Scoring High program were found on some of the subtest scores of the California Achievement Tests (CAT). Significant interaction effects prevented a straightforward interpretation of the program's impact. Some of the students in some grades increased some CAT subtest scores as a result of participating in the program. The authors state that since the program did not produce clear evidence that it is a valuable tool to increase student performance on the CAT, school administrators and others involved in the decision to use this particular program should weigh the results of this study as well as the financial requirements (approximately \$2.00 per student) and the use of valuable classroom instruction time as they consider whether some small increases in some test scores for some students warrants the purchase and use of the program. (Author/PN)

ED 242 758 TM 840 170

Marsh, Herbert W. Myers, Margaret

Masculinity, Femininity and Androgyny: A Methodological and Theoretical Critique.

Pub Date—25 Mar 84

Note—42p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Androgyny, Correlation, Factor Analysis, *Factor Structure, Higher Education, Measurement Techniques, Models, *Personality Assessment, Personality Traits, Secondary Education, *Sex Role

Identifiers—Australian Sex Role Scale, Bem Sex Role Inventory, Comrey Personality Scales, *Confirmatory Factor Analysis, *Masculinity Femininity Variable

The three primary purposes of this investigation were: (1) to apply confirmatory factor analysis (CFA) to responses from three instruments—Bem Sex Role Inventory (BSRI), Comrey Personality Scales (CPS), and Australian Sex-Role Scale (ASRS)—designed to measure masculinity (M) and femininity (F); (2) to determine the correlation between M and F on each instrument and to relate the results to the design of the instrument; and (3) to describe a new theoretical model which posits global M and global F to be multifaceted, higher-order constructs. Responses from two instruments supported the separation of M and F, but differed in the direction of the correlation for the two traits, while the third provided remarkably

strong support for a bipolar MF continuum. Despite the apparent inconsistency, the observed correlations were explicable in terms of the design of each instrument. While the two-factor model provided a reasonable fit for the BSRI, more complicated models were better able to fit responses to the ASRS and CPS. Results from this investigation and other research were used to formulate a new theoretical model. (Author/BW)

ED 242 759 TM 840 171

Hartman-Haas, Hope J.

An Evaluation of the Holistic Approach to Improving Thinking.

Pub Date—Apr 84

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Affective Objectives, Cognitive Objectives, Cognitive Processes, *Critical Thinking, Grade 5, Grade 7, *Holistic Approach, Interdisciplinary Approach, Intermediate Grades, Junior High Schools, Logical Thinking, *Program Evaluation, *Program Implementation, *Self Concept

Identifiers—Integrated Skill Development, Supplemental Curriculum, Thinking Across the Curriculum

The program evaluated in this paper has a three-pronged design which includes two holistic strategies, Integrated Skill Development (ISD) and Thinking Across the Curriculum (TAC), in addition to the Supplemental Curriculum (SC). A pretest-posttest control group design with matching was employed. The program was conducted at the Cleveland School (Newark, New Jersey) as part of that school's experimental school plan, and was targeted for grades 5, and 7. During the 7 months of program implementation, all three teachers attained some proficiency in conducting ISD lessons and demonstrated some success in implementing at least one TAC strategy, but only a small portion of the Supplemental Curriculum was implemented. Outcome data indicated the program was more successful with seventh graders than fifth graders. In addition, there was a significant impact on language, math, and thinking skills, but not reading. While the questionable validity of the "School Attitude Measure" prevented an analysis of the program's effect on students' affective development, interview results suggest that the program may have improved students' academic self-concepts. (BW)

ED 242 760 TM 840 173

McKinley, Robert L. Reckase, Mark D.

Implementing an Adaptive Testing Program in an Instructional Programs Environment.

American Coll. Testing Program, Iowa City, Iowa. Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date—Apr 84

Contract—N00014-82-K0716

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, *Adaptive Testing, Adults, *Computer Assisted Testing, *Instructional Materials, Item Banks, Military Training, Program Implementation, *Testing Problems, Testing Programs

Identifiers—*Great Lakes Naval Training Center II

The purpose of this paper is to identify and discuss some of the problems presented by the use of computerized adaptive testing (CAT) in an instructional programs environment versus large scale testing applications, and to describe an actual implementation of CAT in an instructional programs setting. This particular application is in the Electronic Technicians "A" (ETA) school at the Great Lakes Naval Training Center, Illinois. The goals of implementing CAT at this site were to increase test security, improve the efficiency of the testing program, and improve the quality of measurement yielded by the testing program. The problems encountered by this CAT program include the unknown dimensionality of the tests, the small number of available items for

the item pools, and the availability of item response data only for small samples. The overall design of the project includes four phases: (1) preliminary analyses and software design; (2) implementation of a computer-administered conventional test; (3) implementation of a dual testing program (conventional and CAT); and (4) elimination of the conventional testing program. If the results are positive, this project will demonstrate that adaptive testing can effect improvement in classroom testing. (Author/BW)

ED 242 761 TM 840 174

Haladyna, Thomas M.

Increasing Information from Multiple-Choice Test Items.

Pub Date—Apr 84

Note—20p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 24-26, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, *Cutting Scores, High Schools, *Multiple Choice Tests, Pass Fail Grading, *Predictive Validity, *Scoring, Test Items, *Test Reliability

Identifiers—*Distractors (Tests), *Option Weighting

The purpose of this study is to examine an option-weighting method as it affects pass-fail decisions in formative and summative evaluation of student achievement for instructional units, certification, advancement, licensure, admissions, placement, and selection. A database was constructed using high school achievement test data where a unidimensional domain was established and short tests simulated to test the validity of the option weighting procedure against the standard procedure for scoring test items. The weight for each option was its discrimination index. It has long since been established that option weighting positively affects estimates of reliability but has unclear effects on predictive validity. In this study, reliability was directly computed, and option weighting again proved effective in increasing reliability. More importantly, option weighting applied to a pass-fail decision-making situation provided a substantial improvement over regular scoring for tests which were constructed by simple random sampling from a well-defined domain. The advantages for option weighting were greatest when the test contained 10 items; as test length increased, the advantage of option weighting seemed to lessen. (BW)

ED 242 762 TM 840 175

Mills, Craig N. McKinley, Robert L.

An Investigation of the Adequacy of Several Goodness of Fit Statistics.

Pub Date—Apr 84

Note—28p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 24-26, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Analysis of Variance, Data Analysis, Evaluation, *Goodness of Fit, *Latent Trait Theory, *Mathematical Models, *Statistical Analysis

Identifiers—Chi Square, Likelihood Ratio Criterion

A study was conducted to evaluate six goodness-of-fit procedures using data simulation techniques. The procedures evaluated included the weighted average absolute deviation (WAAD), the mean absolute deviation (MAD), Bock's chi-square (BCHI), Yen's chi-square (YCHI), Wright and Mead's chi-square (WCHI), and the likelihood ratio chi-square (LCHI) statistics. These procedures were evaluated using data generated according to three different item response theory models and a factor analytic model. Three different distributions of ability and sample sizes were used. The results of this study yielded the following conclusions: (1) sample sizes of 500 to 1000 seemed to yield the best results; (2) the largest sample size ($N=2000$) seemed to make the fit procedures too sensitive; (3) shifts in the mean of the ability distribution caused minor fluctuations, but did not appear to be a major concern; (4) the chi-square statistics performed better than did the two non-chi-square statistics; and (5) the likelihood ratio chi-square procedure appeared to yield the best results. (Author/DWH)

ED 242 763 TM 840 176

Estes, Gary D. Arter, Judith A.

Item Banking for State and Local Test Develop-

ment and Use: Specific Guidelines for Local Practitioners.

Northwest Regional Educational Lab., Portland, OR. Assessment and Evaluation Program.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 84

Contract—400-83-0005

Note—69p.

Pub Type—Guides—Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Educational Objectives, Educational Planning, Elementary Secondary Education, *Guidelines, *Item Banks, Language Arts, Mathematical Concepts, Reading Skills, *School Districts, *State Departments of Education, *Test Construction

A project to assist with improving test efficiency in local school districts and state agencies is described. The report describes and defines the term "item banking." Considerations in selecting, developing, or managing an item bank are discussed. Testing purposes considered suitable for item banking include student selection for special programs, certification of student competencies, general survey assessments, and diagnosis or monitoring individual student progress on instructional objectives. Resources which local districts, state agencies, and others might provide, and roles each agency might play, are discussed. The report is designed to provide the background and guidance needed to form decisions concerning whether and how to use item banking. (DWH)

ED 242 764 TM 840 177

McKinley, Robert L. Reckase, Mark D.

A Latent Trait Model for Use with Sequentially Arranged Units of Instruction.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date—Apr 84

Contract—N00014-81-K0817

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Estimation (Mathematics), Individualized Instruction, *Latent Trait Theory, Mastery Tests, *Mathematical Models, *Programmed Instruction, *Sequential Approach, Statistical Analysis

A new procedure is proposed for developing, evaluating, and implementing routing procedures for use with individualized instruction programs. An item response theory model for describing the relationship between performance on sequentially arranged units of instruction, and procedures for using the model to evaluate sequential relationships and for making routing decisions are discussed. A procedure for estimating the parameters of the model is described. Empirical data are presented to support the validity of the model. The model and procedures described appear to be useful and to merit continued research efforts directed toward their development. (DWH)

ED 242 765 TM 840 178

Adwere-Boamah, Joseph

Multivariate Analysis of Repeated Measurements of Students' Intellectual Orientations.

Pub Date—8 Mar 83

Note—12p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescent Development, *Cognitive Style, *College Bound Students, Comparative Analysis, *General Education, High Schools, Longitudinal Studies, Multivariate Analysis, *Personality Traits, *Vocational High Schools

Identifiers—Omnibus Personality Inventory, Repeated Measures Design

This study investigated changes in intellectual orientations of 4,124 California high school students who completed the Omnibus Personality Inventory. The three dependent measures of intellectual orientations were Autonomy (which measures independence of thought and judgment), Theoretical Orientation (which reflects an interest in science, problem-solving and logical thinking), and Thinking Introversion (which measures preference for reflective, abstract thinking and academic activities). The statistical model that was fit to the data was a repeated measures model, an analysis-of-variance

mixed model with two grouping factors (sex and type of program of the student), and within-subject factor (intellectual orientation measures at grades 9 and 10) as the fixed effects factor. The results of the study showed that students in diverse high school programs (General, College Preparatory and Vocational) in California became more interested in ideas and reflective thought (Thinking Introversion), liberally oriented, more analytical and critical in their approach to problems. The data showed differential change in intellectual orientations for the students in different high school programs, however. (Author/BW)

ED 242 766 TM 840 179

Daniel, Mark
One-Year Follow-Up of Apprentices in a
Skilled-Trades Program. Technical Report
1983-3.

Johnson O'Connor Research Foundation, Chicago,
IL. Human Engineering Lab.

Pub Date—Sep 83

Note—10p.; For related document, see ED 227

329.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, *Apprenticeships, *Aptitude
Tests, Correlation, *Followup Studies, Job Performance,
Mathematics Achievement, *Mechanical
Design Technicians, Personnel Selection, Predictive
Measurement, *Predictive Validity, Scores,
Skilled Workers, *Vocational Aptitude

As a consequence of a validation study based on
over 200 skilled technicians employed in engine
manufacturing, seven aptitude tests were administered
to 50 applicants in June 1982. This report
presents correlations between test scores and three
criteria (math grades, job performance ratings, and
a composite) for the 26 people who entered the
program. Math grades and the composite were well
predicted by the aptitude tests, particularly the spatial
ability, figural reasoning, and numerical reasoning
tests. (Author/PN)

ED 242 767 TM 840 181

Boma, A. N.

Problems of Assessing the New Curricula Being
Introduced in African Countries. Keynote
address for the Annual Meeting of the International
Association for Educational Assessment
(9th, Malawi, Blantyre, June 13-17, 1983).

United Nations Educational, Scientific, and Cultural
Organization, Dakar (Senegal). Regional Office
for Education in Africa.

Pub Date—Jan 83

Note—14p.; Presented on behalf of the Director
General of UNESCO.

Pub Type—Speeches/Meeting Papers (150) — Information
Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Curriculum Development, Developing
Nations, *Educational Assessment, Elementary
Secondary Education, *Foreign Countries
Identifiers—*Africa, UNESCO

The state of the art of assessment is viewed in light
of practical and realistic options. The classical
terminologies of achievement, validity, reliability, internal
and external assessment, prediction, and
formative and summative evaluation, are often referred
to in the address, with the realization that those
presenting later papers would not be doing so
in a vacuum. A brief historical sketch of curriculum
concerns as advanced by African ministers during
ministers' conferences is presented. The conferences
ranged from the Addis Ababa Conference 1961, the Lagos
Conference 1976, the Monrovia Declaration 1979, to the Harare Conference 1982.
Each conference noted certain implications for curriculum
development and stressed the relevancy of
economic and social development. The major program
areas of UNESCO's second mid-term programs are referred
to in view of UNESCO's concern for educational development.
The address refers to existing instruments and warns, "we
should be more belligerent whether we borrow money or memory."
The paper urges the participant to work towards effective
assessment kits and the reduction of educational wastage
of youth. (Author/DWH)

ED 242 770 TM 840 185

Pfau, Richard Henry

Standardizing Behavioral Measurements across
Cultures, Nations, and Time. World Education
Monograph Series: Number One, 1983-1984.
Connecticut Univ., Storrs. Thut (I.N.) World Education
Center.

Report No.—ISBN-0-918158-27

Pub Date—[84]

Note—38p.; For related document, see ED 198

178.

Available from—I.N. Thut World Education Center,
Box U-32, School of Education, The University
of Connecticut, Storrs, CT, 06268 (\$1.50 plus
\$0.30 postage).

Pub Type—Reports - Research (143) — Opinion
Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available
from EDRS.

Descriptors—*Behavior Rating Scales, *Cross Cultural
Studies, Evaluation Methods, International Studies,
*Measurement Techniques, *Observation,
Research Methodology, *Research Needs,
*Standards

This monograph reviews studies which have measured
and compared classroom and other human behaviors
occurring in different cultures and nations, points out
problems related to the comparisons made, and describes
procedures which can be used to help standardize
measurements of behavior made using systematic observation
instruments. Standardization is considered to be achieved
when behaviors are classified the same way by different
observers who use an instrument, and when measurements
which result have scalar identity and are free of systematic
observation errors. Procedures discussed include using
observers from each culture studied, and preserving
instrument descriptions, samples of behaviors studied, and
associated standard measurements of those behaviors for
reference by others. Areas needing additional research
and thought are also highlighted. (Author)

ED 242 769 TM 840 184

Smith, Edward L. Lott, Gerald W.

Ways of Going Wrong in Teaching for Conceptual
Change: Report on the Conceptual Change Project.

Michigan State Univ., East Lansing. Inst. for Research
on Teaching.

Spons Agency—National Inst. of Education (ED),
Washington, DC.

Pub Date—[83]

Grant—NIE-G-81-0094

Note—43p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Processes, *Concept Formation,
*Elementary School Science, Intermediate Grades,
Photosynthesis, Plant Growth, *Science Instruction,
*Teaching Methods

Identifiers—*Conceptual Change Theory of Knowledge,
*Misconceptions, Science Curriculum Improvement Study

A specific teaching strategy to effect conceptual
change used with a single class of fifth grade students
was evaluated. The Rand McNally SCIIS "Communities"
unit used in this study can be characterized as a
conceptual change strategy because it is organized around
a three-phase learning cycle designed to move students
from preconceptions to new, more scientific concepts. The
three phases include exploration, invention, and discovery.
Data were collected on the students' conceptual knowledge
and their experience of instruction. Pretests and posttests
were given to distinguish among alternative conceptions
of plants' source of food and the role of light in plant
growth. Lessons in the instructional unit were observed
and recorded. The impact of instruction on students was
similar to a previous study; only one student appeared
to hold the intended goal conception with the others
retaining their preconceptions or various hybrid conceptions.
The contrast between these results and the reasonableness
of the SCIIS strategy led the authors to examine several
problems which appear to have general implications for
cognitive instruction. In this report, the nature of these
problems is documented and described, and their implications
for teaching, curriculum development, and research are
discussed. (DWH)

ED 242 770 TM 840 185

Brace, Gerald W.

What Should Be Assessed in the Future: Theoretical
Considerations from Research on Brain Function
and from Research in Cognitive Science.

Pub Date—7 Jun 83

Note—15p.; Paper presented at the National Assessment
of Educational Progress Conference on Large Scale
Assessment (Boulder, CO, June 6-9, 1983).

Pub Type—Speeches/Meeting Papers (150) —

Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cerebral Dominance, *Cognitive
Measurement, Cognitive Processes, *Cognitive
Style, Elementary Secondary Education, Evaluation
Methods, *Individual Testing, *Student
Evaluation, *Test Construction, Testing, Testing
Problems

Reasons why there are few incentives for test publishers
to make significant innovations in what is tested or how
it is tested are given. A brief discussion of research on
growth spurts in the brain, hemispheric differences, and
other neurological phenomena is followed by a discussion of
some conclusions drawn from this work. While skepticism is
expressed over the great inferential chasms one must leap
to arrive at some conclusions, hope is expressed that the
field will ultimately prove fruitful in permitting more
sensitive assessment of individual children. Recent studies
in cognitive psychology are discussed and hope is expressed
that these areas, too, will lead to improved assessment
although their current relevance to practice is not great.
Finally, some areas of investigation that are currently being
ignored are mentioned as being potential sources of useful
evaluation. (Author)

ED 242 771 TM 840 188

Koffler, Stephen L.

Assessing Students' Writing Skills: A Comparison
of Direct & Indirect Methods.

Pub Date—Apr 84

Note—19p.; Paper presented at the Annual Meeting
of the American Educational Research Association (68th,
New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting
Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Essay Tests,
Evaluation Methods, Graduation Requirements, High
Schools, High School Students, *Minimum Competency
Testing, *Multiple Choice Tests, Scoring, State Programs,
*Test Construction, Testing Programs, Writing (Composition),
*Writing Evaluation, Writing Skills

Identifiers—*Direct Assessment, New Jersey State
Department of Education

This research examined the results from direct and
indirect writing assessments to determine the most effective
method of discrimination. The New Jersey State Department
of Education developed a test for ninth-grade students
which was designed to measure the ability to apply writing
mechanics to written text and to communicate effectively in
writing. The instrument combined direct and indirect
assessment in a 54-item multiple choice section and a
30-minute essay. This minimum competency test measured
minimum writing skills. Essays were holistically scored.
Direct writing assessment requires writing samples by
examinees to be read and scored by examiners. Indirect
assessment requires examinees to respond to items which
measure correlates of writing. Both methods are reliable
assessments. In states which mandate that students pass
a writing test as part of the requirements for receiving a
high school diploma, the important criterion is which
form of assessment discriminates best between competent
and incompetent writers. Results of statistical analysis
indicated the indirect assessment provides a better means
of discrimination between competent and incompetent writers.
However, a combination of both methods, creating a weighted
total test score, is considered the most appropriate
method. (DWH)

ED 242 772 TM 840 189

Marsh, Herbert W.

The Bias of Negatively Worded Items in Ratings
Scales for Preadolescent Children: A Cognitive-Developmental Phenomenon.

Pub Date—20 Feb 84

Note—28p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Development, Correlation,
Elementary Education, Factor Structure, *Negative
Forms (Language), Preadolescents, Rating Scales,
Reading Achievement, *Reading Difficulties, *Self
Concept Measures, Test Bias, *Test Construction,
*Test Items

Negative item bias is produced by the inability of
preadolescent children to respond appropriately to
negatively worded items on rating scales, and is hypothesized
to be a cognitive-developmental phenomenon. The effect is
examined with responses to

the Self Description-Questionnaire (SDQ), a multi-factor self-concept instrument. In study 1, response to positive and negative items were uncorrelated in grade 2 but were substantially correlated by grade 5. In study 2, confirmatory factor analysis of response by grade 5 students demonstrated that the negative items contributed both to the scale they were designed to measure and to a "negative item" factor. The negative item factor was nearly uncorrelated with any of the self-concept factors, but was substantially correlated with reading achievement. The two studies demonstrate that younger children and children with poorer reading skills are less able to respond appropriately to negatively-worded items, and that this effect produces a bias in their response to the SDQ. This supports the contention that the effect is a cognitive-developmental phenomenon. (Author/PN)

ED 242 773 TM 840 190
Cason, Gerald J. Schoultz, Ture W.
Counseling Medical Students Preparing for Their
Licensure Examination: An Illustration of the
Use of Regression Analysis.

Pub Date—84
Note—11p; Paper presented at the Southern Regional Joint Meeting of the Association of American Medical Colleges (Clearwater Bay, FL, April 11-14, 1984). Small print in Appendix C.
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Certification, Counseling Techniques, Graduate Medical Education, *Graduate Medical Students, Higher Education, Multiple Regression Analysis, *Occupational Tests, *Predictive Measurement, Scores
Identifiers—Arkansas, *Federation Licensing Examination, National Board of Medical Examiners, Subject Exam

A counseling program for senior medical school students is described. Each student who wishes to participate is provided with a prediction of his or her Federal Licensing Examination (FLEX) score, as well as the probability of passing the FLEX in Arkansas. Predictions are obtained by performing regression analyses to obtain equations relating graduating seniors' scores on the FLEX with their previous performances on the National Board of Medical Examiners (NBME) subject examinations and their three year cumulative average in medical school. The predictions could be helpful in a student's preparation for the FLEX. The general approach used in the study may be applied to any situation in which sufficient and appropriate information is available to provide the basis for predicting the future performance of group members. The approach provides a means for making some counseling decisions and recommendations on a more systematic and accurate basis. Technical requirements for computing this information require a professional with masters degree level training in research methods and access to a medium size computer. (DWH)

ED 242 774 TM 840 191
Meyers, H. W.
Disaggregation of Student Outcome Data in
Pre-Assessment: More than a Snapshot.

Pub Date—26 Apr 84
Note—15p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Evaluative (142)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Ability, *Academic Education, Data Analysis, Educational Environment, *Educational Trends, Instructional Improvement, Instructional Program Divisions, Secondary Education, *Social Differences, *Standardized Tests, *Test Results

Identifiers—Aggregation (Data), Comprehensive Tests of Basic Skills, *Difference Scores, *Disaggregation (Data)

Disaggregation of standardized test data is essential in determining the differential effects of the school's climate and program upon groups of students formed by social class. In a recent secondary school study comparing the outcomes of two approaches to school assessment (the Connecticut School Effectiveness Survey vs. The National Study of School Evaluation), standardized Comprehensive Test of Basic Skills test data were disaggregated not only by social class, but also by class year, sex,

program of study, and ability levels. In addition, data were analyzed for trends across three years of testing for each student. Findings included some surprising trends within the whole of the student population when disaggregated by the above variables, while holding the effects of curriculum (class year) constant. Results suggest that the "snapshot" approach in disaggregating test data by social class may mask the condition that the school may be improving or deteriorating on one or more of the standard indicators of pupil performance. Since patterns of pupil performance are often correlated with teacher attitudes about school climate, program and students, the more detailed the analysis of test data the more useful it may become in driving school improvement. (Author)

ED 242 775 TM 840 192
Pierce, Jean
Educational Research Computer Network on CompuServe.

Pub Date—[83]
Note—8p; Paper presented at the Mid-Western Educational Research Association (Kansas City, MO, September 28-October 1, 1983).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Databases, *Dial Access Information Systems, *Educational Research, Information Dissemination, *Information Networks, Online Systems, *Telecommunications
Identifiers—*CompuServe, Computer Services, Electronic Bulletin Boards, Electronic Journals, Electronic Mail, *Midwestern Educational Research Association

The Educational Research Forum on the CompuServe communication network consists of three parts. The online conferencing area enables users to communicate by typing messages. Communication may be private or stored in the electronic journal for other users to read. The bulletin board, or electronic mail, enables users to send or receive messages. These are organized into ten sections of interest which include MidWestern Educational Research Association, Administration/Teacher Education, Curriculum and Instruction, Learning and Cognition, Statistics and Research Methodology, Human Development and Counseling, Special Education/Motivation, Education in the Medical Professions, Evaluation and Measurement, and Directors of Research and Evaluation. The electronic journal, Midwestern Association Electronic Journal of Educational Research (MAEJER) organizes papers according to the same sections as messages in electronic mail. Five helplines exist on a continuing basis. The Forum provides an immediate and cost effective method of communicating research information. (DWH)

ED 242 776 TM 840 193
Agard, Claire N.
The Effects of Familiarity and Positive Verbal Reinforcement on Selected WISC-R Subtest Performance of Black Urban Children Who Performed at a Low Level on the Quick Test.

Pub Date—Apr 84
Note—28p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Analysis of Variance, Aptitude Tests, *Black Youth, Examiners, Experimenter Characteristics, *Grade 3, Intelligence Quotient, *Intelligence Tests, *Performance Factors, *Positive Reinforcement, Primary Education, Verbal Stimuli

Identifiers—*Examiner Effect, Quick Test, *Wechsler Intelligence Scale for Children (Revised)

The study examined the efficacy of familiarity and positive verbal reinforcement in improving intelligence test scores of 48 third-graders who were low scorers on a previous test. The Quick Test was used to screen subjects, with a 90 IQ score being the criterion for inclusion in the study. Subjects were randomly assigned to one of four groups. The examiner met with members of the familiarity groups on three occasions for twenty minutes each, for the three weeks immediately prior to testing. Positive verbal reinforcement was given to these experimental groups after the first, second, and third item of

each subtest regardless of accuracy. Neutral, non-evaluative comments were given to members of the control group at the same points in testing. All subjects were administered five subtests of the Wechsler Intelligence Scale for Children-Revised. A two-way analysis of variance was used to test the hypotheses. Simple effects were also tested in all cases where the interactions were significant. The results indicated that the treatment procedures did affect the test scores obtained on three of the subtests. Explanations for the findings are postulated, and the implications discussed. (Author)

ED 242 777 TM 840 194
Mislevy, Robert J.

Estimation of Latent Group Effects: Psychometric Technical Report No. 2.

National Opinion Research Center, Chicago, Ill.
Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date—Aug 83
Contract—N00014-83-0283

Note—33p.
Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Algorithms, *Estimation (Mathematics), *Latent Trait Theory, *Maximum Likelihood Statistics, Multivariate Analysis, Psychometrics, Research Methodology

Identifiers—Armed Services Vocational Aptitude Battery, *EM Algorithm, *Missing Data, Rasch Model

Conventional methods of multivariate normal analysis do not apply when the variables of interest are not observed directly, but must be inferred from fallible or incomplete data. For example, responses to mental test items may depend upon latent aptitude variables, which modeled in turn as functions of demographic effects in the population. A method of estimating such effects by means of marginal maximum likelihood, implemented by means of an EM algorithm, is proposed. Asymptotic standard errors, likelihood ratio tests of alternative models, and computing approximations are provided. The procedures are illustrated with data for tests from the Armed Services Vocational Aptitude Battery administered to a national probability sample of American youth. (Author)

ED 242 778 TM 840 196
Guba, Egon G.

The Impact of Various Definitions of "Policy" on the Nature and Outcomes of Policy Analysis.

Pub Date—Apr 84
Note—28p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). Small print in tables.

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Definitions, Evaluation Methods, *Policy, Policy Formation, *Research Methodology, Research Problems, Semantics

Identifiers—*Policy Analysis

The impact of various definitions of the term "policy" on the nature and outcomes of policy analysis is illustrated by noting a variety of definitions which are implied in the literature. These definitions are applied to exemplar policy arenas to note their differential effect. The policy arenas discussed include the community corrections program within the criminal justice field, program of education for all handicapped students under Public Law 94-142, and the process of college and university accreditation by regional accreditation associations. Eight different definitions of policy are considered. Table 1 illustrates policy types, determiners, appearances, and proximity to point of action for eight definitions of policy. Table 2 examines the policy question, data collected, data sources, methodology, and policy products for the eight definitions of policy in the three exemplar areas. The results of this study indicate the importance of indicating the specific definition of policy used in an analysis. (DWH)

ED 242 779 TM 840 197
Ford, Marge L. Stevens, Patricia C.

Institutional Research Problems Related to Large Databases at Multicampus Universities.

Pub Date—Nov 83
Note—10p; Paper presented at the Annual Meeting of the Mid-America Regional Institutional Research Conference (Kansas City, MO, November 7-8, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports — Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computers, Computer Storage Devices, *Databases, Higher Education, Information Storage, *Management Information Systems, *Multicampus Colleges, *Research Problems
Identifiers—Integrated Databases, *Transactional Data Systems

Large central databases which support multicampus users require thorough planning and coordination, special communication with both users and input sources, and organized retrieval systems. In the developmental process of identifying variables that should be in the system and designating the source of that data, old habits of multiple official paper records must be altered. As data from feeder systems flow into the central database, ownership of the data and methods and levels of access become critical issues. However, there must be clearly specified the protocol for entry and updating of data and for verification of its correctness and timeliness. Frozen files which follow through edit procedures and pre-specified multi-purpose reports enhance the functional operation of the systems. (Author)

ED 242 780 TM 840 198

Ku, Earl J.

An Investigation of Student Performance in Non-cognitive Domain.

Pub Date—Apr 84

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984); Appendix A contains small print.

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Affective Objectives, Elementary Secondary Education, Intervention, Needs Assessment, Pretests Posttests, *Program Evaluation, *Program Implementation, *Student Evaluation

Identifiers—Comprehensive Tests of Basic Skills, *Education Consolidation Improvement Act Chapter 1, Metropolitan Achievement Tests, Needs Assessment Rating Scale, Wilcoxon Matched Pairs Signed Rank Test

This paper focuses generally on student non-cognitive improvement before and after a Newark Chapter 1 program implementation; and specifically, on demonstrated growth in the non-cognitive areas over the year from pre-assessment to post-assessment as part of the Chapter 1 intervention. The evaluation was conducted, based on classification in terms of project areas, status, and grade levels. The evaluation model was a one-group pre- and posttest design. A non-parametric test, the Wilcoxon Signed-Ranked Test, was used to determine significant difference between two related samples. The results showed that the Chapter 1 participants demonstrated significant growth in almost all categories in non-cognitive domain. Independent teacher ratings of non-cognitive objectives; additional input from other raters, e.g., teachers, teacher aids, counselors, etc.; and, student participation in the rating process are recommended to improve non-cognitive evaluation. (Author/PN)

ED 242 781 TM 840 199

Nitko, Anthony J. Hsu, Tse-chi

Item Analysis Appropriate for Domain-Referenced Classroom Testing. (Project Technical Report Number 1).

Pittsburgh Univ., Pa.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Apr 84

Contract—400-82-0014

Note—146p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Available from—Chairman, Department of Educational Research Methodology, 5C03 Forbes Quadrangle, University of Pittsburgh, Pittsburgh, PA 15260 (\$6.00)

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Computer Assisted Testing, Criterion Referenced Tests, *Item Analysis, Microcomputers, Sampling, *Statistical Analysis, *Test Construction, Test Items, Test Use

Item analysis procedures appropriate for domain-referenced classroom testing are described. A

conceptual framework within which item statistics can be considered and promising statistics in light of this framework are presented. The sampling fluctuations of the more promising item statistics for sample sizes comparable to the typical classroom size are described. Several statistical indices are recommended for use in an item analysis package programmed for an Apple II Plus microcomputer. The primary purposes of an item analysis of classroom tests are to inform the teacher about strengths and weaknesses of the class in relation to skills measured by test items, as well as to determine which items need to be replaced or revised. A secondary purpose of item analysis is selection of items from an item bank to improve the utility of a test for specific purposes. Several statistical indices are reviewed and classified as basic, recommended, or not recommended. (DWH)

ED 242 782 TM 840 200

Anderson, Linda M. And Others

Making Seatwork Work. Research Series No. 142. Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—IRT-RS-142

Pub Date—Jan 84

Contract—400-81-0014

Grant—NIE-G-80-0073

Note—40p.

Available from—Institute for Research on Teaching, College of Education, Michigan State University, 252 Erikson Hall, East Lansing, MI 48824 (\$3.50).

Pub Type—Reports — Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attention, Expectation, Grade 1, High Achievement, *Independent Reading, Low Achievement, Performance, Primary Education, *Reading Achievement, *Student Attitudes, Student Evaluation

Identifiers—*Seatwork

The responses of first-grade students to seatwork assignments were studied through detailed narrative records, copies of seatwork performance, and informal conversations with the students about their work. Two distinct groups of students were identified for comparisons: those whose responses to seatwork were frequently poor (low attention and low performance) and those whose responses were generally adequate (high attention and high performance). After this classification, it was determined that every poor responder was a member of a lower level reading group, and every adequate responder was a member of a higher level reading group, suggesting that seatwork was a qualitatively different experience for lower achievers than higher achievers. Further analyses of the narrative data revealed that poor and adequate responders also differed in terms of the fluency of their answers and the appropriateness of the strategies they used to do the work. These data suggest why achievement differences widen over time. Lower achievers (who were likely to be poor responders) were spending less of their seatwork time in beneficial ways than were higher achievers. (Author/BW)

ED 242 783 TM 840 201

Muraki, Eiji

Marginal Maximum Likelihood Estimation for Three-Parameter Polychotomous Item Response Models: Application of an EM Algorithm.

Pub Date—Apr 84

Note—70p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Algorithms, Data Analysis, *Estimation (Mathematics), Goodness of Fit, *Latent Trait Theory, *Mathematical Models, *Maximum Likelihood Statistics, Rating Scales, Research Design, Research Methodology
Identifiers—*EM Algorithm, Graded Response Model, Item Parameters, Likert Scales, Rating Scale Model

This study examines the application of the marginal maximum likelihood (MML) EM algorithm to the parameter estimation problem of the three-parameter normal ogive and logistic polychotomous item response models. A three-parameter normal ogive model, the Graded Response model, has been developed on the basis of Samejima's two-param-

ter graded response model. A three-parameter logistic model, the Rating Scale model, has been developed based on Andrich's Rasch polychotomous response model. In the three-parameter models, an item response parameter is resolved into two parameters: item location and category (step). In the case of the Likert-type questionnaire, where only a single scale is employed to evoke different responses for test items, the three-parameter model is expected to be more useful in terms of prediction and analysis because the estimates of the slope and location parameters associated with the points on a single Likert scale can be separately estimated. The advantages of this type of model are demonstrated by analyzing actual data sets. An extension of measurement models of analytic models is also discussed. In a specific analytic model, based on the Graded Response Model, the structural item response model, the design matrix is incorporated to represent a structure among subject groups. (Author)

ED 242 784 TM 840 202

Marsh, Herbert W. And Others

Multidimensional Adolescent Self-Concepts: Their Relationship to Age, Sex and Academic Measures.

Pub Date—[84]

Note—37p.

Pub Type—Reports — Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Factor Analysis, *Factor Structure, Models, Multidimensional Scaling, Secondary Education, *Self Concept Measures, *Test Construction, Test Results, *Test Validity
Identifiers—Confirmatory Factor Analysis, *Multidimensional Approach, *Self Description Questionnaire II

The Self Description Questionnaire II (SDQ II) was administered to 901 students (11 to 18 years old) in grades 7 through 12 who attended one public coeducational high school. The 11 factors the SDQ II was designed to measure were clearly identified in a conventional/exploratory factor analysis and in a confirmatory factor analysis using LISREL. Each scale was reliable and correlations among the factors were small. All of the SDQ II scales were significantly correlated with sex and/or age, though the effect of sex and age were independent of each other and the relationships were small. At every grade level academic criterion measures were significantly correlated with every academic scale, but not with the nonacademic scales. These findings not only demonstrate the multidimensionality of self-concept, but also show that its relationship to other constructs cannot be adequately understood if this multidimensionality is ignored. The findings have important implications for the study of adolescent self-concept, and also support the construct validity of the SDQ II and the Shavelson model upon which it is based. (Author/PN)

ED 242 785 TM 840 203

Marsh, Herbert W. Ireland, Robert

Multidimensional Evaluations of Writing Effectiveness.

Pub Date—28 Mar 84

Note—33p.

Pub Type—Reports — Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Correlation, Essay Tests, Foreign Countries, Grade 7, Grading, *Holistic Evaluation, *Interrater Reliability, Junior High Schools, *Master Teachers, Measurement Techniques, Rating Scales, Student Evaluation, *Student Teachers, Testing Problems, *Writing Evaluation
Identifiers—Australia (Sydney), Confirmatory Factor Analysis, *Multidimensional Approach, Multitrait Multimethod Techniques

To test the applicability of multidimensional ratings of writing effectiveness that are amenable to normal classroom usage, all grade 7 students (N=139) from one suburban school (Sydney, Australia) wrote a brief essay. Master and student teachers evaluated all the essays according to overall effectiveness of written expression and according to holistic ratings of specific components (mechanics, sentence structure, organization, word usage, content/ideas, and style). Ratings of writing effectiveness by master teachers and by student teachers were substantially correlated with each other and with an external validity criterion. Correlations were particularly high for the sum of ratings of specific components, but were nearly as high for overall, global ratings. The single-rater reliability

($r=0.7$), the average of correlations between each pair of raters, was higher than expected from previous research. The average of single-rater reliabilities for specific components ($r=0.6$) was also high. However, the predicted ability of teachers to discriminate among the multiple components, except perhaps the mechanics facet, was not supported in a variety of multitrait-multimethod analyses. The student teacher ratings were nearly as reliable and as valid as master teacher ratings, and student teachers were perhaps better able to differentiate among different components of writing effectiveness. (PN)

ED 242 786 TM 840 204

Marsh, Herbert W. And Others

Multidimensional Self-Concepts: Relationships with Inferred Self-Concepts and Academic Achievement.

Pub Date—27 Mar 84

Note—32p.; Table 3 contains small print.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Factor Analysis, *Factor Structure, Grade 5, Intermediate Grades, Self Concept, *Self Concept Measures, Self Esteem, Self Evaluation (Individuals), *Significant Others, Test Construction

Identifiers—Confirmatory Factor Analysis, *Multidimensional Approach, Multitrait Multimethod Techniques, *Self Description Questionnaire, Test Revision

Multiple dimensions of self-concept, inferred self-concepts based upon responses by peers and by teachers, and academic achievement measures were collected in a sample of 559 fifth grade students. Exploratory/conventional factor analyses of responses to the Self Description Questionnaire (SDQ) clearly identified the eight facets of self-concept that the instrument was designed to measure and confirmatory factor analyses demonstrated the factor loadings to be reasonably invariant for self-report and peers' responses. Student/teacher/peer agreement was statistically significant for most self-concept dimensions, and agreement on any one dimension was relatively independent of agreement on other dimensions. Academic achievement scores (both objective test scores and teacher ratings) were significantly and positively correlated with self-concepts based upon self-reports in academic areas, but not in nonacademic areas. Students' own self-reports more clearly separated self-concepts in Reading and Math than did responses by peers or by teachers, or the actual achievement measures. The findings of this study demonstrate that the formation of self-concepts is affected by different processes than the self-concepts inferred by significant others, that academic self-concepts are affected by different processes than the academic achievements which they reflect, and that self-concept cannot be adequately understood if its multidimensionality is ignored. (Author)

ED 242 787 TM 840 205

Butler, Susan R. Marsh, Herbert W.

Reading and Arithmetic Achievement in Primary Grades for Students from Non-English Speaking Families: A Seven-Year Longitudinal Comparison.

Pub Date—25 Mar 84

Note—24p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, *Family Influence, Foreign Countries, *Language Skills, Longitudinal Studies, *Low Achievement, *Mathematics Achievement, *Non English Speaking, *Reading Achievement, Reading Skills, Reading Tests

Identifiers—Australia (Sydney)

Students from seven schools, some from English-speaking ($N=226$) and some from non-English speaking ($N=60$) families, were tested for reading achievement in grades 1, 2, 3 and 6, and for mathematics achievement in grade 6. Students from non-English speaking families achieved significantly poorer reading results than those from English speaking families, and these differences were consistent and stable across grades 1-6. Longitudinal analyses suggested that the effect occurred primarily in grade 1 and that the lower reading achievement scores obtained by students from non-English speaking families in subsequent school years could be explained by the poor reading performance in grade 1 without taking into account the

home language. The group differences were quite specific to language and reading skills and did not generalize to performance in mathematics. In year 6 the two groups did not differ in mathematics measures and students from non-English speaking families scored significantly better after controlling for language skills. Students in the two groups differed on many variables (for example, socio-economic status and home environment) so that causal conclusions are not justified. However, the specificity of the group achievement differences to language and reading skills suggests that home language may be an important determinant of early reading, and that early reading is in turn the primary determinant of subsequent reading performance. (Author)

ED 242 788 TM 840 207

Thissen, David Steinberg, Lynne

A Response Model for Multiple Choice Items.

Psychometric Technical Report No. 1.

National Opinion Research Center, Chicago, Ill. Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date—Dec 83

Contract—N00014-83-C-0283

Note—52p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Ability, Estimation (Mathematics), *Guessing (Tests), *Latent Trait Theory, *Mathematical Models, *Maximum Likelihood Statistics, *Multiple Choice Tests, *Responses, Testing, Test Items

Identifiers—Armed Services Vocational Aptitude Battery, *Item Parameters

An extension of the Bock-Samejima model for multiple choice items is introduced. The model provides for varying probabilities of the response alternative when the examinee guesses. A marginal maximum likelihood method is devised for estimating the item parameters, and likelihood ratio tests for comparing more and less constrained forms of the model are provided. Applications of the model are illustrated with item response data for the word knowledge and general science subtests of the Armed Services Vocational Aptitude Battery. (Author)

ED 242 789 TM 840 210

Dillihunt, Vivian C.

Tactics and Factors That Increase Response Rates to Mailed Questionnaires.

Pub Date—22 Mar 84

Note—15p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Questionnaires, *Research Methodology, Research Problems

Identifiers—*Mail Questionnaires, *Response Rates (Questionnaires)

Research findings on identification of factors associated with increasing response rates to mailed questionnaires are presented. Several tactics which have been used to effect a greater response rate are presented and explained. Physical factors, such as typed correspondence, have been shown to yield higher response rates than duplicated correspondence. Pre-questionnaire contact, such as a telephone call to inform subjects that they will be receiving a questionnaire, is effective. Use of a personalized cover letter has proven to be an essential and effective response-soliciting method. Monetary inducements initiate increases in response rates as do mailing procedures, such as using stamps on reply envelopes. Follow-up procedures are effective in increasing response rate. A compilation of additional suggestions offered by the authors cited in the literature review is included. (DWH)

ED 242 790 TM 840 211

Sandifer, Paul D.

Teacher Certification Examinations in South Carolina, 1940 to 1984.

Pub Date—Apr 84

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Certificates, *Educational History, Educational Trends, Elementary Secondary Education, *State Legislation, State Standards, *Teacher Certification, Teacher Eval-

uation, Testing Programs

Identifiers—Act 187 (South Carolina), National Teacher Examinations, *South Carolina Department of Education, *Teacher Certification Tests

A history of teacher testing in South Carolina was presented to serve as a context within which the current teacher evaluation system might be interpreted. Legislation in 1940 mandated that renewal of certificates and issuance of new certificates to teachers be predicated upon the applicant's completion of a comprehensive and objective examination. The Common Examinations of the National Teacher Examinations (NTE) became a requirement for certification in 1945. As of 1957, applicants who scored below 332 on the NTE were denied certification. A revised certification procedure became effective in 1969 which required applicants to take the Common Examinations and the NTE Teaching Area Examination appropriate for their field. In 1976 the State Board adopted separate minimum score requirements by teaching field. The General Assembly recently passed the Educator Improvement Act (Act 187, 1979) which created the Educator Improvement Task Force as a separate state agency. This body was responsible for implementing provisions of Act 187. The Task Force was dissolved in 1982 after submission of its "Final Report and Plan for Implementation" to the State Board of Education. Almost all mandates of Act 187 were in effect as of March 1984. (DWH)

ED 242 791 TM 840 213

Burnham, Brian

Use of Standardized Achievement Test Results in YRBE Elementary Schools.

York County Board of Education, Aurora (Ontario).

Pub Date—Jul 83

Note—30p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrators, Basic Skills, Elementary Education, Elementary School Teachers, Foreign Countries, Grade 4, Grade 7, *Quantitative Tests, *Reading Tests, Research Methodology, School Counselors, Testing Programs, *Test Results, *Test Use, Use Studies

Identifiers—Canada, *Canadian Tests of Basic Skills, Test Batteries, *York Region Board of Education ON

Research was conducted to investigate the in-school use of results of the Canadian Tests of Basic Skills reading and mathematics batteries administered in the elementary schools of the York Region Board of Education (YRBE). Interviews were conducted with school administrators, guidance counselors, and teachers. Test uses included reporting results to parents and staff and developing pupil profiles. Widespread uses of scores included identification of high achieving students, skill areas needing improvement, and "grading" results. Longitudinal comparisons, identification of needed learning resources, and comparisons with similar schools were less common uses of results. Several recommendations for board trustees and district administration to improve the testing program were made. Appendices outline characteristics of participating schools and the interview routine used in the study. (DWH)

ED 242 792 TM 840 214

Thompson, Bruce

Canonical Correlation Analysis: An Annotated Bibliography.

Pub Date—26 Apr 84

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, *Correlation, Data Analysis, Factor Analysis, Matrices, *Multivariate Analysis, Sample Size

Several important issues related to canonical correlation have been recognized and resolved during the last several years. The purpose of this presentation is to offer an organized, comprehensive, and current annotated bibliography of the many recent developments and extensions of canonical methods. The bibliography does not emphasize references to highly mathematical treatments of conventional canonical methods, since many of these treatments have been widely available for years. The citations are organized in categories, as follows: Conceptual

(Consumer) Explanations of Canonical; Literature Syntheses on Canonical; Basic Topics: Structure and Index Coefficients, Redundancy Coefficients and Analysis, Rotation of Canonical Matrices, and Cross-Validation and Invariance Procedures; and Special Topics: Variable Set Reduction, Sample Size Considerations, Part and Partial Methods, Canonical and Interbattery Factor Analysis, and Generalized Canonical Analysis. Each topic is briefly introduced in a short narrative prior to the presentation of the annotations associated with the various topics. (BW)

ED 242 793 TM 840 223

Mercil, Steven Bray Williams, John Delane
Measures of School Integration: Comparing Coleman's Index to Measures of Species Diversity.
Pub Date—Apr 84

Note—23p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Comparative Analysis, Data Analysis, Elementary Secondary Education, Mathematical Formulas, *Measurement Techniques, Private Schools, Public Schools, *Racial Integration, Racial Relations, Research Problems, *School Desegregation

Identifiers—*Coleman II

This study used species diversity indices developed in ecology as a measure of socioethnic diversity, and compared them to Coleman's Index of Segregation. The twelve indices were Simpson's Concentration Index ("ell"), Simpson's Index of Diversity, Hurlbert's Probability of Interspecific Encounter (PIE), Simpson's Probability of Individual Interspecific Encounter, the complement to Simpson's Concentration Index (1-"ell"), McIntosh's Index, the Shannon-Weiner Diversity Index, Number of Species (and its complement), and Importance Values (relative importance, unrelative importance, and equitability). Intercorrelation matrices were formed for racial and ethnic segregation and diversity measures. Coleman's segregation index and its expected value do not correlate strongly with each other or any of the diversity measures. Correlations approaching unity do exist between many of the racial and ethnic diversity measures. The indices using evenness, equitability, and importance of racial and ethnic characteristics to measure similarity-dissimilarity were the most effective measures of racial and ethnic diversity of schools. All the measures except Coleman's index showed public schools to be more racially and ethnically diverse than private schools. (BW)

ED 242 794 TM 840 224

Baird, Leonard L.
Predicting Predictability: The Influence of Student and Institutional Characteristics on the Prediction of Grades. College Board Report No. 83-5 Educational Testing Service, Princeton, N.J. Spons Agency—College Entrance Examination Board, New York, N.Y.

Report No.—CB-R-83-5; ETS-RR-83-30

Pub Date—83

Note—16p.

Available from—College Board Publications, Box 886, New York, New York 10101 (\$5.00).

Pub Type—Reports—Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Aptitude, Aptitude Tests, College Entrance Examinations, College Freshmen, *Correlation, *Grade Prediction, Grades (Scholastic), Higher Education, *Institutional Characteristics, Predictive Measurement, *Predictor Variables, *Statistical Analysis, *Student Characteristics, Test Validity

Identifiers—Scholastic Aptitude Test

This study examined the statistical and institutional influences on the prediction of first-year college grades. The sources of information were the Validity Study Services file which summarizes the results of College Board validity studies and the College Handbook file which includes data about college characteristics. The criterion was the size of the multiple correlation between academic predictors and first-year college grades. The independent variables were the statistical data of the validity study and college characteristics. In general it was found, as expected, that the extent of the variation of the academic ability of the students was positively

related to the size of the multiple correlation. In addition, several variables suggested the interpretation that the heterogeneity of the programs and experience of college were negatively related to the size of the multiple correlation. Further analyses provided evidence for the influence of institutional characteristics on the prediction of grades, an influence that needs to be taken into account when interpreting the "validity" of tests like the Scholastic Aptitude Test. (Author/PN)

ED 242 795 TM 840 225

Cook, Desmond L.
Proposal Development and Evaluation: A Synthesis of Empirical Studies.

Ohio State Univ., Columbus. Coll. of Education.

Pub Date—Jan 84

Note—107p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Attitudes, Cost Effectiveness, Costs, Experimenter Characteristics, *Grantsmanship, Institutional Role, Program Effectiveness, *Program Proposals, *Proposal Writing, Researchers, *Research Proposals, Services

The prime objective of this review was to examine the existing literature relating to proposal development and evaluation in order to establish a perspective on any empirical base underlying the process. Findings related to seven areas are presented: preparing the proposal, utilization of support services, preparation cost and return relationships, reviewing and evaluating proposals, establishing credibility of the peer review process, proposal quality and program success, and perceptions and attitudes. Observations on both substance and methodology are synthesized, and include: (1) very few empirical studies have been directed toward the task of actual proposal preparation; (2) support services provided to proposal developers found to be most useful focus upon the somewhat mechanical aspects of a proposal; (3) training in proposal development is a justifiable service and cost; (4) the return on investment justifies the costs of development; (5) the decision points in the development process within an institution should be the object of careful study; and (6) the predominant method for research on proposal development tended to be some form of correlational analysis. (BW)

ED 242 796 TM 840 227

Loxley, William
Quality Schooling in the Kalahari.

Pub Date—Mar 84

Note—35p; The data used in this paper were collected under the auspices of the National Commission on Education in Botswana. Paper presented at the Annual Meeting of the Comparative International Education Society (Houston, TX, March 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Tests, *Family Influence, Foreign Countries, *Mathematics Achievement, Outcomes of Education, Predictor Variables, Primary Education, *Reading Achievement, Research Methodology, Resource Allocation, *School Effectiveness, Socioeconomic Status

Identifiers—*Botswana, International Evaluation Education Achievement

Botswana has nearly attained universal primary school attendance, but the additional quantitative intake has weakened the original qualitative base. Employing data collected by the National Commission on Education in Botswana, this study looked for ways to derive benchmark measures of the effects of school quality on learning. One method uses a "school dummy" technique wherein students are ranked according to their exposure to effective schools and a statistical test is employed to see whether this exposure differs significantly between students of modern sector wage earners and farmers. The paper goes on to address the question: When students background and exposure to school quality vary, do learning outcomes vary as well? Findings revealed unique school effects to be 2-3 times more potent than family characteristics for math and reading achievement, with formal teacher training and school library resources good predictors of school quality. When a statistical test was run to determine if test score differences between low socioeconomic status (SES) students attending low and high quality schools were greater than test scores differences between high SES students edu-

cated in low and high quality schools, no socioeconomic group was subject to increasing variation in achievement. (Author/BW)

ED 242 797 TM 840 229

Borg, Walter R.
Some Important Changes in Educational Research Methods over the Past 20 Years.

Pub Date—24 Apr 84

Note—9p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Observation Techniques, *Educational Trends, Evaluation Methods, Legal Responsibility, Meta Analysis, Nonparametric Statistics, Online Systems, Research and Development, Research Design, *Research Methodology, Statistical Analysis

By comparing the first and fourth editions of a research methods text, the author identifies and discusses some major changes in educational research methodology that have occurred over the past 20 years. Some of the changes relate to ethics and legal constraints in conducting research, research and development, evaluation research, the availability of computerized literature searching, meta-analysis, new analysis methods, non-parametric statistics, observation, and research design. (Author/BW)

UD

ED 242 798 UD 022 775

Trent, William T. McPartland, James M.

The Sense of Well-Being and Opportunity of America's Youth: Some Sources of Race and Sex Differences in Early Adolescence.

Pub Date—[82]

Note—27p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Athletics, Black Students, *Extracurricular Activities, Grade 10, Grades (Scholastic), High Schools, *High School Students, Institutional Characteristics, *Racial Composition, *Racial Differences, School Desegregation, *Self Esteem, Sex Differences, Social Adjustment, Student Attitudes, Student Subcultures, *Well Being, White Students

Identifiers—High School and Beyond (NCES)

This report examines the role of schools and "outside" social and economic influences in young people's lives, focusing particularly on the impact that participation in extracurricular activities has on racial tensions and students' self-images. It is based on data collected from a national sample of tenth graders in the 1980 "High School and Beyond" (HSB) survey sponsored by the National Center for Education Statistics. Besides obtaining data on students' family background, the survey asked students to respond to a series of questions regarding their general sense of well-being, satisfaction with school, self-esteem, and sense of opportunity. Also examined was the racial composition of the students' schools. The report describes the distribution of student responses to questions regarding their sense of well-being and opportunity, and summarizes the areas where race and sex differences appear. Correlates of student variations on selected scales of satisfaction, self-esteem, and sense of efficacy are analyzed to determine the importance of school and non-school influences on these student outcomes. In addition, broad features of the school experience are distinguished for their apparent role in the process. The report concludes that participation in extracurricular activities does contribute to an improved sense of satisfaction and well-being for both blacks and whites, but does little to influence either the sense of personal efficacy or a positive self-image. Desegregated schools that maximize participation in extracurricular activities especially enhance black student participants' sense of well-being. (CJMJ)

ED 242 799 UD 022 922

Vietnamese Ethnic Awareness Unit. The Best of

BES.

Greater Erie Community Action Committee, PA.; Southwest Educational Development Lab., Austin, Tex.

Spons Agency—California State Dept. of Educa-

tion, Sacramento. Curriculum Framework and Instructional Materials Unit.

Pub Date—82

Note—31p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingualism, Cultural Activities, *Cultural Awareness, Cultural Background, Early Childhood Education, Elementary Education, Folk Culture, Food, Instructional Materials, Learning Activities, Multilingual Materials, Music, Parent Participation, Vietnamese, *Vietnamese People

Identifiers—Basic Educational Skills Project, Head Start Supplementary Training Program, Holidays, PF Project

One of a series of documents produced by a nationwide network of early childhood education specialists, teachers, parents, and Head Start staff, the unit presents eight lessons which present background information on the Vietnamese people. Arranged by grade level (Head Start-Grade 5), the lessons provide for parent participation and adaptation. Lesson topics include Vietnamese language, numbers and expressions, food, customs, holidays, music, famous people, and traditional folklore. A resource list of multicultural materials concludes the document. (LH)

ED 242 800 UD 022 932

Baldwin, Virginia Hodges, Ethel

Color Us American.

Paramount Unified School District, CA.

Pub Date—75

Note—24p.

Available from—Special Projects Office, 15110 S. California Ave., Paramount, CA 90723 (\$3.00).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Art Activities, *Clothing, *Cultural Awareness, Elementary Education, Ethnic Groups, Ethnicity, *Ethnic Origins, *Food, Individual Differences, *Multicultural Education

Identifiers—*Coloring Books, PF Project, *Recipes (Food)

A coloring book containing drawings and information on eight different countries is designed to help children obtain cultural understanding of themselves and other persons as individuals and as members of groups within our society. The countries presented are Poland/Germany, the Navajo Nation (Native American), China, Nigeria (Africa), Mexico, Korea, Samoa, and Japan. Eight of the drawings present the girls and boys in the costume of the country each represents, and eight of the drawings show the girls and boys in modern American clothing. The information given for each country includes famous Americans with that country's ethnic background, and an ethnic food. Concluding this coloring book are recipes for the ethnic foods mentioned. (EM)

ED 242 801 UD 022 937

Ascher, Carol

Microcomputers: Equity and Quality in Education

for Urban Disadvantaged Students. ERIC/CUE

Digest Number 19.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Pub Date—Jan 84

Note—5p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computation, *Computer Assisted Instruction, Computer Literacy, *Disadvantaged Youth, Economically Disadvantaged, Educational Research, Educational Trends, Elementary Secondary Education, *Equal Education, *Equal Facilities, Language Arts, *Microcomputers, Minority Group Children, Reading, Underachievement, *Urban Schools, Urban Teaching

Identifiers—PF Project

Research on microcomputers in education suggests that this new technology may be widening the gap between rich and poor schools and talented and underachieving students. Public schools in poor districts and small parochial schools are the least likely to own computers. One survey indicates that while 66 percent of affluent school districts have computers, only 41 percent of the least wealthy districts have them. Even among schools owning microcomputers, there is the question of how these computers are used in instruction. Wealthier schools tend to conduct classes in computer programming, while less affluent schools offer computer assisted instruction

(CAI) such as drill and practice. Little research has been conducted on the success of CAI for disadvantaged students. The studies completed indicate that CAI has a positive effect on disadvantaged elementary and secondary students' computation skills, and on elementary students' language arts skills. On the less positive side, CAI shows mixed results in teaching vocabulary skills and reading to this student population. Schools serving disadvantaged populations must ask themselves whether these students are being served equitably by their exposure to computers, and when they are using computers, whether the curriculum is best suited to their needs. (LP)

ED 242 802 UD 022 938

Guidelines for Multicultural Education.

Washington Office of the State Superintendent of Public Instruction, Olympia. Office for Equity Education.

Pub Date—May 83

Note—9p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cultural Awareness, *Curriculum Development, Elementary Secondary Education, Ethnic Studies, *Evaluation Methods, Guidelines, *Multicultural Education, *Staff Development, *Teaching Methods

Identifiers—PF Project

An outline of evaluation guidelines for multicultural education is provided as an aid to local Washington state school districts. The guidelines are divided into sections on curriculum, instruction, and staff development. Within each section, a goal statement is followed by specific recommendations. For example, to achieve the instructional goal of developing an appreciation for cultural diversity, it is recommended that classes consist of culturally diverse populations, instructional activities include examinations of racism and prejudice, and subject matter encompasses racial, ethnic, and cultural topics. A bibliography concludes the booklet. (LP)

ED 242 803 UD 022 939

The Learning Contract.

National Committee for Citizens in Education, Columbia, Md.

Pub Date—83

Note—5p.

Available from—National Committee for Citizens in Education, 410 Wilde Lake Village Green, Columbia, MD 21044 (\$1.00, information on discounts for multiple copies is available upon request).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Secondary Education, Guidelines, Motivation Techniques, *Parent Participation, *Parent Responsibility, Parent School Relationship, Parent Student Relationship, *Parent Teacher Cooperation, *Performance Contracts, Records (Forms), Student Educational Objectives, Student Motivation, *Student Responsibility, Student Teacher Relationship, *Teacher Responsibility

Identifiers—PF Project

"The Learning Contract," developed by the National Committee for Citizens in Education (NCEE), is described as a written agreement between parents, teachers, and a student in which all agree to do their best throughout the year to make the student's school experience positive and productive. Directions are given for developing and using the learning contract along with suggestions to parents and teachers for making the contract work. Daily or weekly "report cards," praise, and privileges are discussed as incentives for students in reaching their individual goals. Three sample agreements (for student, parent, and teacher) are provided. (JW)

ED 242 804 UD 022 940

Team Building/Building Teams Project. Washington State Sex Equity in Education Technical Assistance Program.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date—83

Note—85p.; Contains several pages of faint/broken type.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Elementary Secondary Education, *Equal Education, Program Descriptions, Pro-

gram Improvement, School Districts, Sex Bias, *Sex Discrimination, *Sex Fairness, State Programs

Identifiers—PF Project, Washington

The 1982-83 Team Building/Building Teams Project, developed by the Washington State Sex Equity in Education Program staff, is described in this report. The focus of the project is described as district team-building with building level implementation of the district's identified needs in attaining sex equity in education. Project summaries are given for school districts which had demonstrated administrative and policy commitments to sex equity in education and were selected to participate in the project. This report also includes a timetable of the project, related correspondence to the participating districts, program agendas for three state-level meetings, and evaluations of the meetings. An equity plan, a follow-up plan, and a project report from three of the districts are included in this document. (JW)

ED 242 805 UD 023 370

Moore, Bernice

Factors That Influence the Career Choices of Rural

Minority Students. Research Bulletin No. 31.

South Carolina State Coll., Orangeburg.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Pub Date—Sep 83

Note—146p.; Project Number SC. X-121-02-80; Some tables contain small print.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Achievement, *Black Colleges, *Black Students, *Career Choice, Economic Factors, Education Work Relationship, Goal Orientation, Higher Education, Majors (Students), Minority Groups, Motivation, Occupational Aspiration, Parent Influence, Place of Residence, *Rural Population, Secondary Education, Self Concept, Socioeconomic Status, Student Costs

Identifiers—South Carolina State College

This is the report of a study conducted to determine the effect of six variables on the career choice of 995 black college students, most of them from rural South Carolina. Study design, sample selection, and data collection methods are outlined; and related literature is briefly reviewed. The relationship between career choice and each independent variable is then presented and discussed. It was found that (1) rural residents, despite career choice, come from lower socioeconomic level families and are more concerned about the cost of post-baccalaureate education than urban and out-of-state residents; (2) students who choose nontraditional majors have more positive concepts of their leadership, academic, and athletic abilities than do their cohorts who choose traditional careers; and the nontraditional majors express less concern about the cost of post-baccalaureate education; (3) political participation of parents is not a factor in student career choices; and (4) secondary school environment exerts little influence on career choices, aside from some measure of teacher influence. Recommendations relating to increased assistance and counseling for rural minority students are made. Appendices include a bibliography; the survey instruments; histograms of most frequently chosen majors; a rank order of traditional and nontraditional majors; and a table showing distribution of subjects by county of residence. (CJM)

ED 242 806 UD 023 374

Richter, Kerry

Nonmetropolitan Growth in the Late 1970's: The

End of the Turnaround? CDE Working Paper

83-20.

Wisconsin Univ., Madison. Center for Demography and Ecology.

Spons Agency—Department of Agriculture, Washington, D.C.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research; Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.

Pub Date—[83]

Grant—HD-07014

Note—34p.; Revised version of a paper presented at the annual meetings of the Population Association of America (Pittsburgh, PA, April 15, 1983).

Available from—Center for Demography, University of Wisconsin, Social Science Building, Madison, WI 53706 (free).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Migration Patterns, *Population Trends, *Rural to Urban Migration, Trend Analysis, *Urban to Rural Migration

The objective of this paper is to examine possible changes in the extent of the turnaround in growth patterns between metropolitan and nonmetropolitan areas throughout the 1970s. Comparisons of trends in both kinds of areas are made across three time periods: 1970-74, 1974-77, and 1977-80. Data used in the analysis are from a special file of inter-county estimates prepared by the Census Bureau. The most important finding is that the turnaround from negative to positive net migration in nonmetropolitan areas was sustained throughout the 1970s. Nevertheless, there was a slowdown in the growth of nonmetropolitan areas in the late 1970s. An even sharper decline was found for nonmetropolitan net migration rates, as natural increase returned to its traditional position as the most important component of nonmetropolitan growth. Although this could be taken as proof that the turnaround has ended, the overall evidence is stronger that the validity of the turnaround and the slowdown in nonmetropolitan growth by the end of the decade may be incorporated into new theories of urban-rural migration which see a tendency toward balance in the interchange between metropolitan and nonmetropolitan areas. (CMG)

ED 242 807 UD 023 431

Shortchanging the Language-Minority Student: An Evaluation of the Manchester, New Hampshire School Department's Title VI Civil Rights Compliance Plan.

New Hampshire State Advisory Committee to the U.S. Commission on Civil Rights.

Pub Date—Dec 82

Note—158p.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Bilingual Education, *Compliance (Legal), *Educational Discrimination, Elementary Secondary Education, English (Second Language), *Equal Education, Federal Aid, Minority Group Children, *Non English Speaking, Program Effectiveness, Program Evaluation

Identifiers—Lau v. Nichols, *New Hampshire (Manchester)

This report of the New Hampshire Advisory Committee to the U.S. Commission on Civil Rights contends that the Manchester, New Hampshire, school department has failed to provide adequate bilingual instruction for language minority students in that district, as specified by the provisions of Title VI and the "Lau v. Nichols" decision. It further contends that the regional office of the Department of Education's Office of Civil Rights (OCR) failed to adequately monitor Manchester's Civil Rights Compliance Plan. Chapter I of the report summarizes the Advisory Committee's findings and recommendations. Chapter II indicates how the needs of language minority students in the area came to the Committee's attention, summarizes Federal laws and regulations mandating equal educational opportunities for language minority children, and defines several important terms used to identify and classify such students. Chapter III is a historical summary of the problem and resulting compliance plan for Manchester; Chapter IV summarizes the exchange of documents between the Manchester School Department and OCR; and Chapter V provides a section-by-section comparison between the "Lau" remedies developed by an HEW Task Force; the text of the Compliance Plan developed by the Manchester School Department and accepted by HEW's Region I Office for Civil Rights; and an analysis of the compliance plan prepared by consultants to the Advisory Committee. Several appendices provide back-up documentation relating to the investigation. (CJM)

ED 242 808 UD 023 434

Federal Education Assistance: Are Block Grants Meeting the Need? Hearing before a Subcommittee of the Committee on Government Operations, House of Representatives, Ninety-Eighth Congress, First Session.

Congress of the U. S., Washington, D. C. House Committee on Government Operations.

Pub Date—20 Sep 83

Note—459p.; Many sections have small print.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Block Grants, Civil Rights, *Com-

pensatory Education, *Educational Equity (Finance), *Educationally Disadvantaged, Elementary Secondary Education, *Federal Aid, Federal State Relationship, Hearings, Private Schools, Public Schools, *Resource Allocation, School Desegregation, State Federal Aid, Urban Schools

Identifiers—Education Consolidation and Improvement Act 1981

This is the report of a hearing on the Education Consolidation and Improvement Act (ECIA) of 1981. ECIA established Chapter 1 and 2 block grants which transferred almost total authority for the largest elementary and secondary school Federal assistance programs in the United States to State and local education agencies. These programs had formerly been administered through Title I of the Elementary and Secondary Education Act (ESEA) and various Federal agencies. Several speakers contended that such block grants remove Federal funding from urban centers with large populations of disadvantaged students who most need special assistance; reward communities who have made no previous efforts to obtain such funds; unfairly distribute Federal monies to private schools; and enable States to avoid desegregation. Representatives from the Department of Education and other agencies defended the block grants on the grounds that they greatly reduce administrative paperwork and give more flexibility to the States receiving the monies; that any infringements of the civil rights of students are the concern of the Civil Rights Commission; and that ECIA has been in operation for only one year and that clearer guidelines for the States will be established as the results of this first year of implementation are evaluated. (CJM)

ED 242 809 UD 023 435

McCreath, Peter L.

Mainstreaming Multiculturalism in Canada: Challenges and Opportunities — Inscrire le multiculturalisme dans le courant canadien: Les défis et les promesses. Report of the Nottawasaga Thinkers' Conference (October 1983).

Committee on the Future of Multiculturalism in Canada, Hubbards (Nova Scotia).

Spons Agency—Department of the Secretary of State, Ottawa (Ontario).

Report No.—ISBN-0-9690983-1-6

Pub Date—Oct 83

Note—35p.

Available from—Committee on the Future of Multiculturalism in Canada, c/o D. L. McCreath, Shore Club Road, Hubbards, Nova Scotia B0J 1T0, Canada (\$2.00 per copy).

Language—English; French

Pub Type—Multilingual/Bilingual Materials (171)

— Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingualism, Conferences, Continuing Education, *Cultural Pluralism, Educational Policy, Elementary Secondary Education, *Government Role, Language of Instruction, *Multicultural Education, Multilingualism, Postsecondary Education, Social Bias, Social Discrimination

Identifiers—*Canada

This is the report of a 1983 conference convened by an ad hoc group of Canadian educators who wished to reexamine the Federal Policy on Multiculturalism (promulgated in 1971) in light of present and future educational needs. The report is in both French and English. Chapter I describes multiculturalism as a part of mainstream Canada, rather than as a representation of two separate aspects of Canadian life. Chapter II addresses the challenge of educating Canadians in schools, colleges, and universities; and Chapter III considers the task of educating Canadians outside of the classroom. Chapter IV is a discussion of steps required to combat covert prejudice and discrimination in the courts and legal system. Finally, Chapter V calls for a greater commitment to multiculturalism throughout the Canadian government and society. (CJM)

ED 242 810 UD 023 437

Chicago Public Schools Promotion Policy, K-12. Chicago Board of Education, Ill. Dept. of Curriculum.

Report No.—81-114-7

Pub Date—27 May 81

Note—18p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Basic Skills, *Board of Education Policy, Criterion Referenced Tests, Curriculum, *Educational Policy, Elemen-

tary Secondary Education, *Grades (Scholastic), *Graduation Requirements, Intervention, Standardized Tests, *Student Educational Objectives, *Student Promotion

Identifiers—Chicago Mastery Learning Reading Program, *Chicago Public Schools II

The student promotion policy for Chicago public schools is delineated in this guide. The promotion policy in both elementary and secondary schools is described as consisting of three dimensions: (1) instructional program; (2) intervention and monitoring activities; and (3) assessment, testing, and program evaluation. Components of each of these three areas are presented separately for grades K-8 and grades 9-12. In addition, requirements for the Chicago Mastery Learning Reading Program, and the expected average reading grade range as measured by currently used standardized tests, are summarized. (CJM)

ED 242 811 UD 023 440

Bosone, Richard M., Ed. Polishook, Irwin, Ed.

School Reform and Related Issues. Proceedings of the Conference of the University Urban Schools National Task Force (5th, Palm Beach, Florida, November 11-12, 1983).

City Univ. of New York, N.Y. Graduate School and Univ. Center.

Pub Date—83

Note—131p.

Pub Type—Collected Works - Proceedings (021) — Reports - General (140)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Abstract Reasoning, *College School Cooperation, *Computers, *Educational Change, Educational Vouchers, Elementary Secondary Education, Higher Education, *Instructional Improvement, Skill Development, Tax Credits, *Teacher Improvement, Tuition, *Urban Schools

Identifiers—Florida, New York (New York)

The theme of the conference reported on here was school reform and related issues. An introductory statement, "Thoughts on School Reform," by Jerome Bruner, and a list of conference participants are followed by a group of papers on education and politics. The papers are "Reform and Partnership in Education," by Albert Shanker; "Mandating Excellence and Rewarding Initiative in Teaching," by Pat Tornillo; and "Education Means Business," by Robert Graham. A second group of papers on schools and universities includes "New Relationships: University-School Collaboration in New York City," by Anthony Alvarado; "Major Articulation Efforts between the New York City Schools and the City University of New York," by Leon M. Goldstein; and "Reflections on High Schools Today," by Edward J. Meade, Jr. The final group of papers, on instruction and learning, contains "Improving Reasoning Skills of Urban High School Students: A Progress Report," by Lorin W. Anderson; and "Computers: Past, Present, and Future," by Patrick Suppes. (CMG)

ED 242 812 UD 023 441

McKay, Emily G.

Recent Hispanic Polls: A Summary of Results. National Council of La Raza, Washington, D.C.

Pub Date—Feb 84

Note—12p.; Published by the Hispanic Policy Development Project.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitudes, *Hispanic Americans, *Language Attitudes, *Political Issues, *Social Problems, *Surveys

Identifiers—*Media Use, *Opinion Polls

Summarized in this document are findings from several recent surveys of Hispanic Americans. Each of the surveys had a different purpose and their samples were extremely varied. None had a sample design which would allow results to be generalized to reflect the attitudes or characteristics of the overall U.S. Hispanic population. Each, however, provides valuable insights into certain segments of the Hispanic community. The report summarizes survey findings about (1) education, employment, voter participation, and other issues and problems considered by respondents to be of importance to their community or to Hispanics nationwide; (2) language use and media habits; and (3) entities and institutions which might serve the needs of Hispanics. A full list of the surveys reviewed is appended. (CMG)

ED 242 813

Farkas, Susan C., Ed.

UD 023 449

Changes & Challenges: City Schools in America. Thirteen Journalists Look at Our Nation's Schools.

Institute for Educational Leadership, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.
Report No.—ISBN-0-937846-95-3
Pub Date—83

Note—335p; Additional funding from the Roosevelt Centennial Trust, U.S. Government Agencies and national organizations, and participating news organizations.

Available from—IEL Publications, 1001 Connecticut Ave., Suite 310, Washington, DC 20036 (\$7.50).

Pub Type—Collected Works - General (020) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—American Indians, Black Students, Busing, Counseling, Dropouts, Education Work Relationship, Elementary Secondary Education, Enrollment Trends, Higher Education, Illiteracy, Microcomputers, *Minority Groups, *Reading, *School Business Relationship, *School Demography, *School Desegregation, Urban Population, *Urban Schools

Identifiers—*Fellows in Education Journalism Program, Tribally Controlled Schools, Urban and Minority Education Fellowship Program

Positive and negative aspects of urban and minority education are discussed in this volume of news series and newspaper articles by 13 journalists, all participants in either the Fellows Education Journalism program or the Urban and Minority Education Fellowship and Study Grant programs. Section One, on the changing demographics of city schools, contains the following articles: "Overview of Student Enrollment," by James Bencivenga; "Minorities: Classroom Crisis," by Robert A. Frahm; "Counseling for Filipino Students," by Linda Ogawa Ramirez; "Southeast Asian Refugees in Schools," by John C. Furey; "Indian Children in Detroit," by Rick Smith; and "Tribally Controlled Community Colleges," by Albert E. Bruno. Section Two, on desegregation in the 1980s, has articles entitled "Putting the Brakes on Busing," by Amy Goldstein; and "The Struggle for Integration," by Jacalyn Golston. In Section Three, which deals with new links between and among business, work, and education, the following articles appear: "Big City Schools and Technology," by James Bencivenga; "Education: Whose Business Is It?" by Wallace Williams; "From School to Work: A Leap of Despair," by Milton Jordan; and "Latino Youth Who Don't Finish High School," by Jose Antonio Burciaga. Finally, Section Four contains articles by Dale Rice and Laura Washington entitled, respectively, "Reading: Finding a Better Way," and "Illiteracy: An Education Crisis." A list of journalists who have participated in the Fellows in Educational Journalism Program since 1976, and the newspapers in which their articles have appeared, is appended. (CMG)

ED 242 814 UD 023 450

Hamilton, Patricia Casserly, Michael D.

Survey and Analysis of Technology in the Great Cities.

Council of the Great City Schools, Washington, D.C.

Pub Date—Nov 83

Note—130p.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Computer Assisted Instruction, *Computer Oriented Programs, *Computers, Computer Software, Educational Administration, Elementary Secondary Education, Equal Education, *Equipment Evaluation, *Equipment Maintenance, *Purchasing, School Surveys, *Urban Schools

Identifiers—*Computer Uses in Education

This survey describes the range of computer technology that the Great City Schools are now using for administrative and instructional purposes. The report looks at how city school systems are now planning to install computers; how they are managing the planning, the purchasing, and evaluation of equipment; what equipment is actually being purchased and with what criteria; which courseware is being used to operate the systems; who is being trained to use the equipment and for what reasons; what computer languages are being taught; and how all of this is being maintained and financed. In addition, the report considers how the school systems

are attempting to avoid racial and gender bias in computer software. Following the summary, 29 detailed descriptions by district are provided. (CMG)

ED 242 815 UD 023 452

Women and Children in Poverty. Hearing before the Task Force on Entitlements, Uncontrollables, and Indexing of the Committee on the Budget. House of Representatives, Ninety-Eighth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on the Budget.

Pub Date—27 Oct 83

Note—114p; Some sections have light print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Black Family, *Children, *Federal Programs, *Females, Financial Support, Government Role, Nutrition, Older Adults, One Parent Family, *Poverty, Program Effectiveness, Program Improvement, Social Services, Welfare Recipients

Identifiers—Aid to Families with Dependent Children, *Entitlement Programs, Food Stamp Program, Medicaid, *Reagan Administration

This hearing focused on the impact of Reagan Administration budget policies on women and children, especially in entitlement programs such as Aid to Families with Dependent Children, food stamps, Medicaid, child nutrition, and social services. Oral testimony describing their own experiences and opinions was given by four female participants in the welfare system. Oral and prepared statements offering suggestions for program improvements were presented by Harriette McAdoo of the Howard University School of Social Work; Eleanor Holmes Norton, Georgetown University Law Center; and Barbara Blum of the Manpower Research Demonstration Project. Norton also submitted for the record part of a report ("A Policy Framework for Racial Justice") by the Tarrytown group of black scholars, and McAdoo submitted a summary of her report on the "Extended Family Support of Single Black Mothers." (CMG)

ED 242 816 UD 023 453

Wright, Paul Pirie, Peter

A False Fertility Transition: The Case of American Blacks. Papers of the East-West Population Institute, No. 90.

Hawaii Univ., Honolulu. East-West Center.

Report No.—ISBN-086638-054-X

Pub Date—Feb 84

Note—92p; Published by the East-West Population Institute; Revised version of a paper presented at the annual meeting of the Association of American Geographers (New York, 1976). Green cover pages will not reproduce well.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Birth Rate, *Black Family, *Black Population Trends, Family Planning, *Venereal Diseases

The decline in black fertility after the Civil War to its lowest level about the year 1936 does not fit the typical demographic transition pattern in which fertility declines postdate the initiation of mortality declines. Instead, for blacks much of the fertility decline (56 percent) was due to "involuntary infertility" related to venereal diseases. Circumstantial and historical evidence make a compelling case for venereal disease having a strong impact on black fertility, but a stronger link can be established between the two by using geographic techniques. Within the six-state region of the southeastern United States, the incidence of syphilis among black males, as discovered by the Selective Service in 1940-41, was related to the spatial pattern of black fertility by county in the same year, with the two variables correlating at fairly high levels. After World War II, black fertility rose dramatically due to the prevalence of antibiotic treatment for venereal disease. The pattern of fertility in 1960 showed substantial increases in virtually all counties in the six-state region and more particularly in those areas where fertility had been most depressed. After 1957, black fertility again began to decline. This time it was deliberate, owing to the increased adoption of family planning and the initiation of the final phase of blacks' true demographic transition. (CMG)

ED 242 817 UD 023 466

Five-Year Plan for the Minneapolis Public

Schools, 1982-1987.

Minneapolis Public Schools, Minn.

Pub Date—20 Apr 82

Note—233p; For a related document, see UD 023 467. Published by the Office of the Superintendent.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Ancillary School Services, Basic Skills, *Board of Education Policy, *Educational Environment, Educational Facilities, Educational Finance, *Educational Objectives, Educational Planning, Educational Technology, *Elementary Secondary Education, *Long Range Planning, *Organizational Objectives, Parent School Relationship, Remedial Programs, School Based Management, School Community Relationship, School Desegregation, Special Education, Student School Relationship

Identifiers—*Minneapolis Public Schools MN

The purpose of the five-year plan described in this document is to enable the Minneapolis public schools to anticipate and respond to changing educational, economic, and demographic conditions that affect the school district. The plan affects all elements of the public school system and includes decisions regarding key actions or policies required to accomplish the system's mission. The plan is organized according to the following outline: (1) the educational program—guaranteeing basic school and life skills, programs to meet developmental needs, and programs to fit individual needs and values; (2) the learning environment—the climate for learning, parent/student/citizen involvement in school affairs, communications, and desegregation/integration; and (3) the organization of resources—central administration, school building management, facilities, applications of information technology, and finance. Goal statements introduce each of the three major sections. Each of the subsections consists of statements regarding the Board of Education's sense of direction, followed by an action plan. Background data on pupil enrollment, personnel, and basic skills objectives are contained in appendices. (CMG)

ED 242 818 UD 023 467

Minneapolis Five Year Plan Update, 1983-84.

Minneapolis Public Schools, Minn.

Pub Date—3 Jun 83

Note—98p; For a related document, see UD 023 466; Published by the Office of Planning, Development and Evaluation.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Educational Objectives, Educational Planning, *Elementary Secondary Education, Long Range Planning, *Program Evaluation, *Program Implementation

Identifiers—*Minneapolis Public Schools MN,

*Program Modification, Program Monitoring
This report and update on the five-year plan for the Minneapolis, Minnesota public schools show what is proceeding as originally planned, what has been modified and why, what has been added, and who is responsible for what. A model for planning is followed by a progress report through June 1983, a chart listing each of the 121 action items in the original report and its status (completed, in progress, scheduled, not yet scheduled, or revised), and a catalogue of key deliverables (reports, schedules, program guides, etc.). Next comes a progress report on 1982-83 evaluation activities related to the five-year plan. The action items are then discussed in terms of those completed in 1982-83, 1982-83 items requiring revision, and proposed new action items for 1983-84. The next section discusses the 1983-84 evaluation process, followed, first, by a brief account of a futures planning conference attended by school officials and experts on population, economic, and educational trends and, second, by a discussion of planning topics for 1983-84. The second half of the document includes: (1) a master chart of recommendations, completions, revisions, and additions by numeric order of action plan items; (2) a chart giving information on the action items in terms of how and when they are being implemented and budget costs; (3) a chart showing who is responsible for various parts of the plan; and (4) a planning calendar. Appendices provide evaluation summaries of two schools. (CMG)

ED 242 819 UD 023 469

Scott, Hugh J.

Will Retrenchments Destroy Equal Educational Opportunity?

Pub Date—83

Note—23p.; Paper presented at the Institute for the Study of Afro-American Life and History (Detroit, MI, October 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Black Students, *Educational Discrimination, *Educationally Disadvantaged, Elementary Secondary Education, *Equal Education, Federal Aid, Financial Problems, Higher Education, Hispanic Americans, Minority Groups, *Resource Allocation, *Retrenchment

The financial crunch facing the nation has reduced the scope of educational opportunity and depreciated the quality of education for many White students, but it is the disadvantaged minorities who are the most victimized. Most Black and Hispanic children attend predominantly minority urban schools with disproportionate shares of special needs children. State, local, and Federal support have decreased so markedly, however, that these schools must reduce compensatory programs and services meant to allow disadvantaged children to compete on an equal basis with middle-income children. In higher education, Black enrollment gains are being eroded. The uncertainty of Federal financial aid programs, the raising of admission standards (including a decline in open enrollments), inferior high school educations, reductions in remedial and support services, and the poor state of the economy combine to produce a high attrition rate for Black students and to force an even greater percentage of Black high school graduates not to opt for college. In general, the disadvantaged have not been well served by American public education. However, retrenchments have eroded what gains were made and have been used as justification for de-emphasizing the need for compensatory treatment for those who have not shared sufficiently in public education's progress and achievements over the past 30 years. (CMG)

ED 242 820

UD 023 472

A Perspective on the Socio-Economic Status of Chicago-Area Blacks.

Chicago Urban League, Ill. Dept. of Research.

Pub Date—Nov 83

Note—33p.

Pub Type—Reports - General (140) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Blacks, Census Figures, *Family Income, *Hispanic Americans, *Metropolitan Areas, Minority Groups, *Racial Differences, Racial Relations, Residential Patterns, *Socioeconomic Status

Identifiers—*Illinois (Chicago), Standard Metropolitan Statistical Areas

This report examines one subset of the 1980 U.S. Census to assess the socioeconomic status of Blacks and Hispanics relative to non-Hispanic Whites in Chicago, and to minorities in the 10 other Standard Metropolitan Statistical Areas (SMSAs) in the United States with populations greater than 2.5 million. Eight indicators of socioeconomic disparity (including such factors as median family income, percent of individuals and families below the poverty level, and unemployment rate) are examined and presented in a series of tables. The report points out that Hispanics and, even more so, Blacks continue to fare worse than Whites; and that these disparities are far greater in Chicago than in other major urban areas. Several hypotheses based on demographic explanations (such as, "the greater the Black proportion of the population, the lower will be Blacks' relative socioeconomic status") are explored, but each is disproved and the report concludes that no single factor explains these racial inequities. Alternative hypotheses tentatively advanced are that Blacks are more segregated residentially in Chicago than in any other major metropolitan area; that "boss" politics have funneled most resources to non-Black sections of the community; and that midwestern conservatism and ethnic hostility are part of the root causes of the large socioeconomic gap between races. (CJM)

ED 242 821

UD 023 475

Uhr, E. Evanson, Elizabeth

Poverty in the United States: Where Do We Stand Now?

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Pub Date—84

Note—14p.

Journal Cit—IRP Focus; v7 n1 p1-13 Win 1984

Pub Type—Reports - General (140) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Economic Climate, *Federal Aid, Government Role, Income, Inflation (Economics), Minority Groups, Older Adults, *Poverty, *Public Policy, Unemployment Insurance, *Welfare Services

Identifiers—Aid to Families with Dependent Children, Medicare

This report summarizes some of the testimony presented during Congressional hearings in October 1983 to examine the reasons for increased poverty in this country since 1979. Terms used in measuring poverty are defined, and data relating to the amount of poverty that currently exists, who the poor are, and how long they remain in poverty are presented. Witnesses at the hearings indicated that the people most likely to be poor were children, blacks, people of Spanish origin, and women—especially women who are heads of single-parent households. Furthermore, testimony revealed that the aged are more insulated from poverty than other groups because they are less vulnerable to swings in the business cycle, and their social insurance benefits are indexed to cost of living increases. Reasons cited for the increase in poverty included declining economic growth, rising unemployment, and lower benefit transfer levels. Eight major options for changes in welfare programs were enumerated by the director of the Congressional Budget Office, but witnesses expressed doubt about the Reagan administration's ability to carry out these goals and bring poverty rates back down to the levels of the mid-1970's, and also called the fairness of the administration's budget cuts into question. (CJM)

ED 242 822

UD 023 476

The Chicago Effective Schools Project. A Report of Evaluation Results—Fiscal 1983, Volume I.

Chicago Board of Education, Ill. Dept. of Research and Evaluation.

Pub Date—Oct 83

Note—37p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Achievement Gains, Bilingual Education Programs, *Black Students, *Compensatory Education, Demonstration Programs, Elementary Secondary Education, *Equal Education, *Hispanic Americans, *Program Effectiveness, Program Implementation, Racial Segregation, School Desegregation, School Effectiveness, Social Isolation

Identifiers—*Chicago Effective Schools Project II. The Chicago Effective Schools Project (CESP) is a demonstration program, involving racially isolated schools (Black and Hispanic), designed to provide equal educational opportunity and excellent school programs in schools that cannot be desegregated. This report describes the program as it was implemented in fiscal years 1982 and 1983. The program description includes a brief review of the effective schools literature; major evaluation variables; program design and implementation; and program implementation in Hispanic and bilingual schools. Evaluation results summarized indicate (1) that the program was generally conducted as intended; (2) student achievement improved for most grade levels, and 20 of the CESP schools moved upward in the ranking of the Chicago elementary public schools; (3) most CESP students and their parents had positive attitudes toward the program, although a significant minority were ambivalent or negative toward certain of its aspects; (4) few students understood the Chicago Mastery Learning units; and (5) although there was some staff disagreement about the provision of bilingual services, bilingual students expressed positive attitudes about the program. Recommendations for program improvement are presented. (CJM)

ED 242 823

UD 023 477

Socioeconomic-Demographic Highlights of Hispanic Americans.

National Council of La Raza, Washington, D.C.

Pub Date—[82]

Note—22p.; Some tables and graphs have small type. Prepared by staff of the Hispanic Youth Employment Research Center.

Pub Type—Numerical/Quantitative Data (110) — Reference Materials (130)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age, *Demography, Educational Attainment, Elementary Secondary Education, Employment Level, Family Size, *Hispanic Americans, Income, Population Distribution, Racial Identification, Residential Patterns, *Socioeconomic Status, Unemployment

Identifiers—Place of Birth

Key socioeconomic and demographic characteristics of Hispanic Americans are summarized in narrative fashion in the first part of this report, while the second part contains charts and graphs. Hispanic subgroups dealt with are Latin Americans, Cubans, Mexican Americans, and Puerto Ricans. Subjects covered include their percentage in the total U.S. population, racial identity, population distribution, location of school-age population, years of schooling, occupational distribution, unemployment, income, age, household size, and place of birth. (CMG)

ED 242 824

UD 023 478

Schlef, Aileen

Hispanics and Vocational Education.

National Council of La Raza, Washington, D.C.

Pub Date—Dec 81

Note—46p.; Prepared for the Hispanic Youth Employment Research Center.

Pub Type—Information Analyses (070) — Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Education, Demography, Educationally Disadvantaged, *Enrollment Trends, *Equal Education, Ethnic Discrimination, Financial Support, Government Role, *Hispanic Americans, Limited English Speaking, Postsecondary Education, Program Evaluation, *Program Improvement, *Relevance (Education), Secondary Education, Socioeconomic Status, *Vocational Education

Several issues related to the implementation of vocational education programs for Hispanic Americans are investigated in this paper, material for which came from a review of literature on the subject, government documents, and interviews with public officials. Issues explored include: (1) The history and current status of vocational education programs with an emphasis on administrative factors, program results, and degree of Hispanic participation; (2) the relevance of vocational education programs for Hispanics, taking into account demographic and socioeconomic characteristics which influence the extent to which Hispanics utilize and benefit from such programs; (3) civil rights issues concerning vocational education and Hispanics; and (4) recommendations for changing vocational education policies to better meet the needs of the disadvantaged, specifically Hispanics. (Author/CMG)

ED 242 825

UD 023 480

Fleming, Llanne

Parental Influence on the Educational and Career Decisions of Hispanic Youth.

National Council of La Raza, Washington, D.C.

Pub Date—May 82

Note—14p.; Prepared at the Hispanic Youth Employment Research Center.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Aspiration, Blacks, Educational Attainment, *Expectation, *Hispanic Americans, *Occupational Aspiration, Parent Aspiration, *Parent Influence, Postsecondary Education, Secondary Education, Socioeconomic Status, Whites, *Youth

Identifiers—High School and Beyond (NCES) Hispanic American youths' educational and career aspirations and expectations and parental influence on these attitudes are the subject of this study. Variables studied include parent status items (occupation, education, income). Comparisons among Hispanic subgroups (Mexican Americans, Cubans, Puerto Ricans, and other Latinos) and among Hispanics, Blacks, and Whites are also made. Findings, based on data from the High School and Beyond Longitudinal Study, show that minority youths' aspirations and expectations are lower than those of young Whites. Moreover, Hispanics rank below Blacks on these measures. Within the Hispanic community, Puerto Ricans have the lowest aspirations/expectations followed by Mexican Americans. Cubans seem to have the best self-image and the most confidence in their ability; they also have the highest socioeconomic status of any Hispanic subgroup. Family status plays a role in the formation of youth aspirations/expectations. Less educated

parents tend to have children with lower educational expectations (in spite of high aspirations). Highly educated Hispanic parents have higher expectations for their children's education and career plans than do less educated parents. Hispanic mothers have greater influence on their children than Black and White mothers and fathers. Cuban parents, in particular, have the highest aspirations for their children, followed by Mexican American parents; Puerto Rican parents have lower aspirations. (CMG)

ED 242 826 UD 023 482
Garza, Francisco. *Orum, Lori S.*
Illiteracy in the Hispanic Community. Statement of Francisco Garza, Legislative Director, National Council of La Raza, Before the Subcommittee on Post Secondary Education of the House Education and Labor Committee.
National Council of La Raza, Washington, D.C.
Pub Date—2 Dec 82

Note—8p; Presented on behalf of the National Council of La Raza and the Hispanic Higher Education Coalition.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Literacy, Definitions, Elementary Secondary Education, English (Second Language), *Functional Literacy, *Hispanic Americans, *Illiteracy, Language Proficiency, *Spanish Speaking

Substantial numbers of Hispanic Americans cannot complete school or compete effectively for jobs because of less than adequate literacy in English. Before anything can be done about this, our definitions of literacy and illiteracy need to be reworked. The conventional definition of literacy as the completion of fifth grade ignores the changing demands of life in the United States, and the tremendous variation among types of illiterates in the population in general and the Hispanic community in particular. Such a simplistic definition misclassifies those who may have left school but are still literate, those who managed to complete school but are functionally illiterate, and those who are literate in another language but not yet proficient in English (these last are not illiterate; they are monolingual and have different needs). Some Hispanic "illiterates" have never become literate or developed strong language skills in either language. Others with limited ability to read and write effectively in English are products of our own public schools which have, in effect, perpetuated their illiteracy by concentrating on oral English skills and neglecting comprehension, reading, and writing. Clearly, adequate programs to combat illiteracy cannot be designed until we analyze exactly what it is we are trying to deal with. (CMG)

ED 242 827 UD 023 484
Escutia, Martha M.
The Job Training Partnership Act: An Overview from the Hispanic Perspective.
National Council of La Raza, Washington, D.C.
Pub Date—Oct 83
Note—18p; Some charts have small print.
Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Organizations, Decentralization, *Employment Programs, Ethnic Discrimination, *Federal Programs, Financial Support, Government Role, *Hispanic Americans, *Job Training, Local Government, *Program Effectiveness, Program Improvement, State Government

Identifiers—*Job Training Partnership Act 1982, Program Monitoring

The principles espoused by the Job Training Partnership Act (JTPA) may lead to a severe negative effect on Hispanic American participation rates. Decentralization erodes Federal oversight over targeting and monitoring efforts, thus endangering equal access to training programs by the disadvantaged and minorities. Hispanic, small, and minority business, and community-based organization representation in the Private Industry Councils set up by JTPA may be low due to the lack of strong language mandating such representation. Restrictions on training stipends may have a negative effect on those who most need training but can least afford the extra costs associated with training, such as transportation and child care. The emphasis on performance standards based on positive placements may cause organizations to "cream" (select the ap-

parent best) participants, thus ignoring the disadvantaged and long-term unemployed. Perhaps most important, Hispanic participation is likely to plummet unless Hispanic community-based organizations continue to play a major role in client outreach and in delivery of employment and training services. The ability of the JTPA, in its current form, to equitably serve Hispanics is questionable; thus, the Act must be monitored for its short-term and long-term impact on the Hispanic community, with the end of bringing about changes. (CMG)

ED 242 828 UD 023 486
Ratteray, Joan Davis
Alternative Educational Options for Minorities and the Poor. An Interim Project Report.
National Center for Neighborhood Enterprise, Washington, DC.
Pub Date—Sep 83

Note—9p.
Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Economically Disadvantaged, Elementary Secondary Education, *Institutional Characteristics, *Minority Groups, *Neighborhood Schools, *Nontraditional Education, Parent Participation, *Private Schools, Teacher Characteristics, Urban Schools

This report presents a summary of findings resulting from visits to 40 independent neighborhood schools in 1983. Most of the schools consider themselves independent preparatory institutions; most are indigenous to and located in low-income urban areas and serving the academic and social needs of Black, Hispanic, American Indian and Asian-American children. Information is provided on students (enrollment, average stay, testing, later education), staff characteristics, physical structure, parental involvement, curriculum, and funding. A summary of the interview questions and answers touches on why such schools started, their successes and setbacks, the future of alternative schools, growth and expansion, improvements needed, and feelings of parents and administrators regarding educational vouchers and tuition tax credits. (CMG)

ED 242 829 UD 023 487
Ball, Richard E.
Parental Role Satisfaction of Black Mothers.
Spous Agency—Farris State Coll., Big Rapids, Mich.; National Inst. of Mental Health (DHHS), Rockville, Md.
Pub Date—Apr 84
Grant—RO-12740

Note—27p; Paper presented at the Annual Meeting of the Southern Sociological Society (Knoxville, TN, April 11-14, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Black Mothers, *Family Structure, Income, *Marital Status, Multiple Regression Analysis, *Parent Attitudes, *Parent Child Relationship, *Parent Role

Identifiers—*Role Satisfaction
The parental satisfaction levels of a probability sample of 197 black mothers in the United States were examined. Three-fourths of the mothers described their relationships with their children as "very satisfying." Bivariate analysis showed that satisfaction did not vary significantly by marital status or family-household structure. Multiple regression analysis, however, indicated that mothers with the marital status of "separated" and those without husbands who resided with other adults may have been less satisfied in the parental role. Social participation and income were found to be significantly related to satisfaction. High levels of social participation were positively related to satisfaction in relationships with children, while income related negatively to satisfaction levels. (CMG)

ED 242 830 UD 023 489
Cruthird, J. Robert L. Goodwin, E. Marvin
Migrant Differentials: An Examination of Social, Political, and Economic Dynamics of Life in the Receiving Area for Black Rural-Urban Migrants, 1915-1950.
Pub Date—83

Note—46p; Revised version of a paper presented at a National Endowment for the Humanities Summer Seminar (Madison, WI, 1983) and the Convention of the Association for the Study of the Life and History of Afro-Americans (Detroit MI, 1983).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Aspiration, *Black Attitudes, *Black Population Trends, *Economic Factors, Employment Opportunities, Family Income, Family Status, Life Style, *Migration, Regional Attitudes, Relocation, Social Attitudes, *Social Differences, Socioeconomic Status, Whites

Identifiers—Illinois (Chicago), United States (North), United States (South)

This is a report on a study of the motives of southern blacks for migrating to the North during the period 1915-50. In particular, the study examined whether attitudes that existed as a result of sentiment (rather than solely economic) factors involved in movement from the South encouraged an orientation toward the northern opportunity structure for certain status-levels of migrants. The data were drawn from approximately 500 case studies of elderly black residents of Chicago obtained over a three year period. After a review of the literature and an analysis of the "push-pull" model usually applied to black internal migration, the researchers divided a sample of 108 respondents in the case studies into lower, middle and upper status levels based on their family background, educational level, and style of life. The status levels were then related to the respondents' reported attitudes about relations between blacks and whites in the South, and their perceptions of opportunities in the North. Results of this correlation were somewhat inconclusive due to the small number of respondents classified as middle or upper status, but seemed to indicate that blacks at the lower status level migrated primarily for economic reasons, while blacks at the middle and upper status levels frequently had other motives, including socioemotional concerns, for relocating. (CJM)

ED 242 831 UD 023 490
Passow, A. Harry

A Cross-National View of Education and Socialization of Immigrant Youth.

Pub Date—Mar 84

Note—30p; Paper prepared for the fiftieth anniversary conference of Youth Aliyah on "Education and Cultural Transition: The Case of Immigrant Youth" (Jerusalem, Israel, March 26-28, 1984).
Pub Type—Reports - General (140) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Acculturation, Biculturalism, Bilingualism, Compensatory Education, *Cultural Pluralism, *Developed Nations, Educational Objectives, *Educational Policy, Elementary Secondary Education, *Ethnic Groups, *Immigrants, Minority Groups, Non English Speaking, Relocation

Identifiers—Australia, Council for Cultural Cooperation (France), Council of Europe (France), Great Britain, Sweden, West Germany

The education and socialization of immigrant children and youths is a problem for educators and policy makers around the world, particularly in developed countries. The challenge is to achieve social equality or at least equal social opportunity for minorities; the dilemma is whether the culture of these immigrants should be replaced by that of the majority or consciously preserved. This problem is complicated by the fact that minority members differ in their relationship to each other, their culture, and the majority society. The Council of Europe sees "interculturalism" as the basic concept to guide teachers working with migrant and native youth, but this approach has been interpreted in a variety of ways. West Germans assume that the immigrants will eventually return to their homeland, and provide compensatory schooling designed to aid them during their stay. Sweden and Britain assume that the immigrants intend to stay. Sweden takes a bilingual and bicultural approach, encouraging the acquisition of both Swedish and English; the British regard immigration as a race relations problem, and strongly stress the need for English as a second language. Australia has traditionally been xenophobic, but has recently accepted more immigrants of non-European ancestry. Early policies were essentially assimilationist, but new settlers have developed their own ethnic schools, and there is an increasing understanding of the need for multiculturalism in Australia. In all cases, educators see cultural pluralism as a new challenge for schools and teachers, and are altering their concepts of what schools can and cannot do. (CJM)

ED 242 832

UD 023 500

Johnston, Calvin G. And Others

Government of the People of the United States. A Handbook for Laotian Speaking Students.

Colorado State Dept. of Education, Denver. National Origin Desegregation Project (LAU).

Spons Agency—Department of Education, Washington, DC.

Pub Date—83

Note—47p.

Language—English; Lao

Pub Type—Guides - Classroom - Learner (051) — Reference Materials - Vocabularies/Classifications (134) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Instructional Materials, Definitions, *Fundamental Concepts, Glossaries, High Schools, Lao, Secondary School Curriculum, *United States Government (Course)

This bilingual American government handbook is one in a series designed to help high school students who are literate in their native Lao, but are limited-English-proficient, in meeting their graduation requirements. The handbook is essentially a glossary. The first part, in Lao, contains major concepts in American government and definitions of important and frequently used terms. The second part contains an English version of this material. (CMG)

ED 242 833

UD 023 501

Johnston, Calvin G. And Others

History of the People of the United States. A Handbook for Laotian Speaking Students.

Colorado State Dept. of Education, Denver. National Origin Desegregation Project (LAU).

Spons Agency—Department of Education, Washington, DC.

Pub Date—83

Note—67p.

Language—English; Lao

Pub Type—Guides - Classroom - Learner (051) — Reference Materials - Vocabularies/Classifications (134) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bilingual Instructional Materials, Definitions, *Fundamental Concepts, Glossaries, High Schools, Lao, Secondary School Curriculum, *United States History

United States history is the subject of this bilingual glossary, one in a series designed to help high school students who are literate in Lao, but not in English, to meet graduation requirements. The first part of the handbook, in Lao, contains major concepts in American history and definitions of important and commonly used terms. The second part contains the English version of this material. (CMG)

ED 242 834

UD 023 502

Johnston, Calvin G. And Others

History of the People of the World. A Handbook for Laotian Speaking Students.

Colorado State Dept. of Education, Denver. National Origin Desegregation Project (LAU).

Spons Agency—Department of Education, Washington, DC.

Pub Date—83

Note—59p.

Language—English; Lao

Pub Type—Guides - Classroom - Learner (051) — Reference Materials - Vocabularies/Classifications (134) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bilingual Instructional Materials, Definitions, *Fundamental Concepts, Glossaries, High Schools, Lao, Secondary School Curriculum, *World History

This bilingual world history glossary is one in a series designed to help Laotian American high school students who are literate in their native language, but are limited-English-proficient, in meeting graduation requirements. Major concepts in world history and definitions of important and commonly used terms appear first in Lao. An English version follows. (CMG)

ED 242 835

UD 023 503

Lindauer, Lawrence And Others

Earth Science. A Handbook for Laotian Speaking Students.

Colorado State Dept. of Education, Denver. National Origin Desegregation Project (LAU).

Spons Agency—Department of Education, Washington, DC.

Pub Date—83

Note—45p.

Language—English; Lao

Pub Type—Guides - Classroom - Learner (051) — Multilingual/Bilingual Materials (171) — Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Instructional Materials, Definitions, *Earth Science, *Fundamental Concepts, Glossaries, High Schools, Lao, Secondary School Science

This bilingual earth science handbook is one in a series designed to assist high school students who are literate in their native Lao, but are limited-English-proficient, in meeting graduation requirements. The handbook is essentially a glossary. The first part, in Lao, contains major concepts in earth science and definitions of important and commonly used earth science terms. The second part contains an English version of the material. (CMG)

ED 242 836

UD 023 504

Lindauer, Lawrence And Others

Life Science. A Handbook for Laotian Speaking Students.

Colorado State Dept. of Education, Denver. National Origin Desegregation Project (LAU).

Spons Agency—Department of Education, Washington, DC.

Pub Date—83

Note—76p.

Language—English; Lao

Pub Type—Guides - Classroom - Learner (051) — Reference Materials - Vocabularies/Classifications (134) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Bilingual Instructional Materials, *Biological Sciences, Definitions, *Fundamental Concepts, Glossaries, High Schools, Lao, Secondary School Science

This bilingual life/biological sciences glossary is one of a series designed to help high school students who are literate in Lao, but not in English, in meeting graduation requirements. Major concepts in life science and definitions of important and commonly used terms appear, first in Lao and then in English. (CMG)

ED 242 837

UD 023 505

Lindauer, Lawrence And Others

Physical Science. A Handbook for Laotian Speaking Students.

Colorado State Dept. of Education, Denver. National Origin Desegregation Project (LAU).

Spons Agency—Department of Education, Washington, DC.

Pub Date—83

Note—42p.

Language—English; Lao

Pub Type—Guides - Classroom - Learner (051) — Reference Materials - Vocabularies/Classifications (134) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Instructional Materials, Definitions, *Fundamental Concepts, Glossaries, High Schools, Lao, *Physical Sciences, Secondary School Science

Physical science is the subject of this bilingual glossary, one of a series developed to help high school students who are literate in their native Lao, but limited-English-proficient, to meet their graduation requirements. Major physical science concepts and definitions of important and commonly used terms appear in Lao and in English. (CMG)

ED 242 838

UD 023 506

Johnston, Calvin G. And Others

Government of the People of the United States. A Handbook for Vietnamese Speaking Students.

Colorado State Dept. of Education, Denver. National Origin Desegregation Project (LAU).

Spons Agency—Department of Education, Washington, DC.

Pub Date—83

Note—50p.

Language—English; Vietnamese

Pub Type—Guides - Classroom - Learner (051) — Reference Materials - Vocabularies/Classifications (134) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Instructional Materials, Definitions, *Fundamental Concepts, High

Schools, Secondary School Curriculum, *United States Government (Course), Vietnamese

This bilingual handbook on American government is one in a series developed to help Vietnamese-American high school students who are literate in their native language, but who are limited-English-proficient, in meeting graduation requirements. In the first part of the book, major concepts in American government and a glossary of important and commonly used terms are given in Vietnamese. An English version of the material follows. (CMG)

ED 242 839

UD 023 507

Johnston, Calvin G. And Others

History of the People of the United States. A Handbook for Vietnamese Speaking Students.

Colorado State Dept. of Education, Denver. National Origin Desegregation Project (LAU).

Spons Agency—Department of Education, Washington, DC.

Pub Date—83

Note—69p.

Language—English; Vietnamese

Pub Type—Guides - Classroom - Learner (051) — Reference Materials - Vocabularies/Classifications (134) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bilingual Instructional Materials, Definitions, *Fundamental Concepts, Glossaries, High Schools, Secondary School Curriculum, *United States History, Vietnamese

This bilingual handbook on American history is one in a series developed to help Vietnamese American high school students who are literate in their native language, but not in English, in meeting graduation requirements. Major American history concepts and a glossary of important and commonly used terms appear, first in Vietnamese and then in English. (CMG)

ED 242 840

UD 023 508

Johnston, Calvin G. And Others

History of the People of the World. A Handbook for Vietnamese Speaking Students.

Colorado State Dept. of Education, Denver. National Origin Desegregation Project (LAU).

Spons Agency—Department of Education, Washington, DC.

Pub Date—83

Note—64p.

Language—English; Vietnamese

Pub Type—Guides - Classroom - Learner (051) — Reference Materials - Vocabularies/Classifications (134) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bilingual Instructional Materials, Definitions, *Fundamental Concepts, Glossaries, High Schools, Secondary School Curriculum, Vietnamese, *World History

This bilingual handbook, one in a series developed to help students who are literate in their native Vietnamese, but not in English, to meet graduation requirements, deals with world history. The first half of the document contains major concepts in world history and definitions of important and commonly used terms, in Vietnamese. An English version follows. (CMG)

ED 242 841

UD 023 509

Lindauer, Lawrence And Others

Earth Science. A Handbook for Vietnamese Speaking Students.

Colorado State Dept. of Education, Denver. National Origin Desegregation Project (LAU).

Spons Agency—Department of Education, Washington, DC.

Pub Date—83

Note—46p.

Language—English; Vietnamese

Pub Type—Guides - Classroom - Learner (051) — Reference Materials - Vocabularies/Classifications (134) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Instructional Materials, Definitions, *Earth Science, *Fundamental Concepts, Glossaries, High Schools, Secondary School Science, Vietnamese

Earth science is the subject of this bilingual glossary, one in a series developed to help high school students who are literate in their native Vietnamese, but limited-English-proficient, to meet their graduation requirements. Major earth science concepts

and definitions of important and commonly used terms are presented in both Vietnamese and English. (CMG)

ED 242 842 UD 023 510

Lindauer, Lawrence And Others

Life Science. A Handbook for Vietnamese Speaking Students.

Colorado State Dept. of Education, Denver. National Origin Desegregation Project (LAU).

Spons Agency—Department of Education, Washington, DC.

Pub Date—83

Note—79p.

Language—English; Vietnamese

Pub Type—Guides - Classroom - Learner (051) — Reference Materials - Vocabularies/Classifications (134) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Biological Sciences, Definitions, *Fundamental Concepts, Glossaries, High Schools, Secondary School Science, Vietnamese

This bilingual glossary of the biological/life sciences is one in a series developed to help high school students who are literate in their native Vietnamese, but not in English, to meet graduation requirements. Major biological science concepts and definitions of important and commonly used terms are provided, first in Vietnamese and then in English. (CMG)

ED 242 843 UD 023 511

Lindauer, Lawrence And Others

Physical Science. A Handbook for Vietnamese Speaking Students.

Colorado State Dept. of Education, Denver. National Origin Desegregation Project (LAU).

Spons Agency—Department of Education, Washington, DC.

Pub Date—83

Note—43p.

Language—English; Vietnamese

Pub Type—Guides - Classroom - Learner (051) — Reference Materials - Vocabularies/Classifications (134) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Instructional Materials, Definitions, *Fundamental Concepts, Glossaries, High Schools, Physical Sciences, Secondary School Science, Vietnamese

The physical sciences are the subject of this bilingual glossary, one in a series developed to help Vietnamese-American high school students who are literate in their native language, but not in English, to meet graduation requirements. Major physical science concepts and definitions of important and commonly used terms are given in both Vietnamese and English. (CMG)

ED 242 844 UD 023 512

Johnston, Calvin G. And Others

Government of the People of the United States. A Handbook for Spanish Speaking Students.

Colorado State Dept. of Education, Denver. National Origin Desegregation Project (LAU).

Spons Agency—Department of Education, Washington, DC.

Pub Date—83

Note—50p.

Language—English; Spanish

Pub Type—Guides - Classroom - Learner (051) — Reference Materials - Vocabularies/Classifications (134) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Instructional Materials, Definitions, *Fundamental Concepts, Glossaries, High Schools, Secondary School Curriculum, Spanish, *United States Government (Course)

This bilingual handbook on United States government is one in a series developed to help high school students who are literate in Spanish, but not in English, to meet graduation requirements. Major American government concepts and a glossary of important and commonly used terms are presented, first in Spanish and then in English. (CMG)

ED 242 845 UD 023 513

Johnston, Calvin G. And Others

History of the People of the United States. A Handbook for Spanish Speaking Students.

Colorado State Dept. of Education, Denver. National Origin Desegregation Project (LAU).

Spons Agency—Department of Education, Washington, DC.

Pub Date—83

Note—70p.

Language—English; Spanish

Pub Type—Guides - Classroom - Learner (051) — Reference Materials - Vocabularies/Classifications (134) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bilingual Instructional Materials, Definitions, *Fundamental Concepts, Glossaries, High Schools, Secondary School Curriculum, Spanish, *United States History

United States history is the topic of this bilingual glossary, one of a series developed to help high school students who are literate in Spanish, but not in English, to meet graduation requirements. The first half of the document contains major American history concepts and definitions of important and commonly used terms, in Spanish. An English version of the material follows. (CMG)

ED 242 846 UD 023 514

Johnston, Calvin G. And Others

History of the People of the World. A Handbook for Spanish Speaking Students.

Colorado State Dept. of Education, Denver. National Origin Desegregation Project (LAU).

Spons Agency—Department of Education, Washington, DC.

Pub Date—83

Note—65p.

Language—English; Spanish

Pub Type—Guides - Classroom - Learner (051) — Reference Materials - Vocabularies/Classifications (134) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bilingual Instructional Materials, Definitions, *Fundamental Concepts, Glossaries, High Schools, Secondary School Curriculum, Spanish, *World History

One in a series developed to help high school students who are literate in their native Spanish (but not in English) to meet graduation requirements, this bilingual glossary deals with world history. Major concepts in world history and definitions of important and commonly used terms appear in Spanish in the first half of the document, and in English in the second half. (CMG)

ED 242 847 UD 023 515

Lindauer, Lawrence And Others

Earth Science. A Handbook for Spanish Speaking Students.

Colorado State Dept. of Education, Denver. National Origin Desegregation Project (LAU).

Spons Agency—Department of Education, Washington, DC.

Pub Date—83

Note—47p.

Language—English; Spanish

Pub Type—Guides - Classroom - Learner (051) — Reference Materials - Vocabularies/Classifications (134) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Instructional Materials, Definitions, *Earth Science, *Fundamental Concepts, Glossaries, High Schools, Secondary School Science, Spanish

This bilingual earth science handbook is one in a series developed to help high school students who are literate in their native Spanish, but not in English, to meet graduation requirements. The first part of the handbook contains major earth science concepts and a glossary of important and commonly used terms, in Spanish. This is followed by an English version of the material. (CMG)

ED 242 848 UD 023 516

Lindauer, Lawrence And Others

Life Science. A Handbook for Spanish Speaking Students.

Colorado State Dept. of Education, Denver. National Origin Desegregation Project (LAU).

Spons Agency—Department of Education, Washington, DC.

Pub Date—83

Note—80p.

Language—English; Spanish

Pub Type—Guides - Classroom - Learner (051) — Reference Materials - Vocabularies/Classifications (134) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Bilingual Instructional Materials,

*Biological Sciences, Definitions, *Fundamental Concepts, Glossaries, High Schools, Secondary School Science, Spanish

The biological/life sciences are the subject of this bilingual glossary, one of a series developed to help high school students who are literate in Spanish, but not in English, to meet graduation requirements. A Spanish language version of major biological science concepts and definitions of important and commonly used terms appears first. This is followed by an English language version of the material. (CMG)

ED 242 849 UD 023 517

Lindauer, Lawrence And Others

Physical Science. A Handbook for Spanish Speaking Students.

Colorado State Dept. of Education, Denver. National Origin Desegregation Project (LAU).

Spons Agency—Department of Education, Washington, DC.

Pub Date—83

Note—44p.

Language—English; Spanish

Pub Type—Guides - Classroom - Learner (051) — Reference Materials - Vocabularies/Classifications (134) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Instructional Materials, Definitions, *Fundamental Concepts, Glossaries, High Schools, *Physical Sciences, Secondary School Science, Spanish

This bilingual physical sciences handbook is one of a series developed to help high school students who are literate in Spanish, but not in English, to meet graduation requirements. The first half of the document gives, in Spanish, major physical science concepts and a glossary of important and commonly used terms. The second half gives an English version of the same material. (CMG)

ED 242 850 UD 023 518

Low, Victor

The Unimpressible Race. A Century of Educational Struggle by the Chinese in San Francisco.

Report No.—ISBN-0-934788-03-0

Pub Date—82

Note—236p.; Revised version of a 1981 doctoral dissertation, University of San Francisco School of Education.

Available from—East West Publishing Company, Inc., 838 Grant Avenue, San Francisco, CA 94108 (\$9.95 paperback + \$1.50 shipping & handling, ISBN-0-934788-04-9; \$15.50 hardcover + \$1.50 shipping & handling, ISBN-0-934788-03-0).

Pub Type—Books (010) — Historical Materials (060)

Document Not Available from EDRS.

Descriptors—Acculturation, *Bilingual Education, *Chinese Americans, Civil Rights, Community Schools, Elementary Secondary Education, English (Second Language), *Equal Education, *Ethnic Discrimination, Immigrants, Postsecondary Education, *Racial Bias, Relocation, *School Segregation, Socioeconomic Status

Identifiers—*California, Lau v Nichols

This book traces the history of the Chinese experience in America, particularly in the San Francisco area, from the California Gold Rush era of the 1850s to the construction of a new all-Chinese school in San Francisco's Chinatown district in the 1950s. The first five chapters of the book detail the withholding of school privileges from both immigrant and native-born Chinese by city and California State school officials from the 1850s through the early 1920s. Chapter 6 describes the transitional years from 1922-40 when segregationist tactics began to break down, and chapter 7 describes the improved status of the Chinese resulting from their struggle against the Japanese during World War II, and their significant economic and social progress during the next two decades. A concluding chapter summarizes the impact of the civil rights movement of the 1960s and the 1974 Lau v. Nichols Supreme Court decision on educational gains by Chinese Americans through the early 1980s. Historical documentation as well as letters and a teacher questionnaire used by the author in his research are appended to the book. (CJMJ)

ED 242 851 UD 023 519

Reynolds, Wm. Bradford

Remarks before the Paralyzed Veterans of America, Disability Rights Conference (Washington, DC, April 5, 1984).

Department of Justice, Washington, D.C. Civil Rights Div.

Pub Date—5 Apr 84

Note—19p.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Accessibility (for Disabled), Civil Rights, *Disabilities, Employment Opportunities, *Equal Facilities, *Equal Opportunities (Jobs), *Government Role, *Handicap Discrimination

Identifiers—*Rehabilitation Act 1973 (Section 504)

This speech by the Assistant Attorney General in the Civil Rights Division of the Department of Justice describes the Reagan Administration's enforcement of section 504 of the Rehabilitation Act and other federal statutes protecting the rights of disabled people in America. The Supreme Court case of "Consolidated Rail Corporation v. Darrone," in which the government took the position that section 504 forbids employment discrimination in all federally assisted programs, plus its role in protecting the rights of handicapped infants in the "Baby Jane Doe" case, are cited. The Division's preparation of rules for implementation of section 504 in the Department of Justice and its activities in overseeing the development of similar rules in ninety-plus other Executive agencies are described. The speaker also discusses the challenge by disability rights groups to the regulation which stated that the Department of Justice need not take measures that would result in a "fundamental alteration in the nature of its programs and activities, or in undue financial and administrative burdens," and the subsequent clarification of the regulation via a Supplemental Notice with six "principles of interpretation." The development of a Uniform Federal Accessibility Standard (UFAS) for buildings is cited as are other activities on behalf of the disabled. (CJM)

ED 242 852

UD 023 520

Shmueli, Eliezer

The Gifted Disadvantaged of Israel.

Ministry of Education and Culture, Jerusalem (Israel).

Pub Date—Aug 83

Note—21p.; Speech delivered at the Manila Conference on Education for the Gifted and Talented (Philippines, August 1983). Tables 1-6 are marginally legible.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Acculturation, *Boarding Schools, *Compensatory Education, Cultural Differences, Elementary Secondary Education, Foreign Countries, *Gifted Disadvantaged, Longitudinal Studies, Minority Groups, Program Effectiveness, *Relocation

Identifiers—*Arabic Speaking, *Israel

The immigrant population of Israel falls into two large groups: those of European descent and those from North African and Middle Eastern countries. Families from traditionally agrarian Arab countries generally have a lower socioeconomic status, and their children have difficulty competing in school with children from a more urban, industrialized, predominantly middle class background. Starting in 1958, the Israeli government developed compensatory education programs for these and other "culturally disadvantaged" children, with a range of enrichment and support programs designed to allow disadvantaged pupils more time to adapt. Among these were the Fostering Projects for the Gifted Disadvantaged, which included a large scale longitudinal boarding school program intended to foster the more able of the culturally disadvantaged. Preference was given to those children from the Middle Eastern and North African communities whose family conditions indicated that it was desirable for the child to leave home for a boarding program. The children were housed in a number of academic, technical, agricultural, and maritime institutions, and received intensive educational, enrichment, and counseling activities. Evaluators then examined data for the 1961 class, the 1966 class (both of these for their four years in the program), and a 10-year post-graduation followup of the 1961 group. This 10-year longitudinal study indicated that students in the boarding program had a higher success level than those in conventional academic settings, with a lower dropout rate and a higher rate of matriculation and post-graduate education, particularly at the lower ability levels. (CJM)

ED 242 853

UD 023 523

School Profiles, 1981, 1982.

New York City Board of Education, Brooklyn, N.Y.

Pub Date—83

Note—1,394p.

Available from—For public service organizations: Florence Adler, New York City Board of Education, 110 Livingston Street, NY, NY 11201 (no charge); for individuals: Publications Office, New York City Board of Education, Room 126, 110 Livingston Street, Brooklyn, NY 11201 (write for price).

Pub Type—Numerical/Quantitative Data (110) —

Reference Materials—Directories/Catalogs (132)

EDRS Price—MF11/PC56 Plus Postage.

Descriptors—Attendance, Class Size, Elementary Secondary Education, Enrollment, Ethnic Groups, Facilities, *Institutional Characteristics, Mathematics Achievement, Operating Expenses, Reading Achievement, School Statistics, Socioeconomic Status, Staff Utilization, *Student Characteristics, Student Promotion, Student Teacher Ratio, Urban Schools

Identifiers—*New York City Board of Education

This publication presents a statistical overview of each elementary, intermediate, junior high, senior high, and special education school in the New York City public school system for the 1981-1982 school year. Data are provided on physical facilities, pupil enrollment, ethnic composition, class size, student promotion, Title I status, free lunch eligibility, norm aid to families with dependent children, attendance, admissions and departures, and standardized achievement test scores in reading and mathematics. Also provided are data relating to city school graduates, average high school class size, and number of instructional periods in the high schools, as well as school staff position and cost data. (GC)

ED 242 854

UD 023 524

Cole, Katherine W., Ed.

Minority Organizations: A National Directory.

Second Edition.

Report No.—ISBN-0912048-80-1

Pub Date—82

Note—814p.

Available from—Garrett Park Press, Garrett Park, MD 20896 (\$26.50 prepaid; \$30.00 if billed).

Pub Type—Reference Materials—Directories/Catalogs (132)

EDRS Price—MF05 Plus Postage. PC Not Available from EDRS.

Descriptors—*Alaska Natives, *American Indians, *Asian Americans, *Black Organizations, *Hispanic Americans, Minority Groups, Organizational Objectives, *Organizations (Groups)

This directory lists and describes 7,186 currently active organizations that were established by minority group members or which operate programs for the benefit of minority groups. (An additional 1,358 entries for "lost" or inactive organizations are also included.) For purposes of the directory, minority groups are defined as including Native Americans (both Alaska Natives and American Indians), and Black, Hispanic, and Asian Americans. Preceding the organizational listings is a brief discussion of the historical role of minority organizations in the United States. The main section of the directory provides each organization's current address, as well as a brief statement as to its purpose and/or activities. In addition to this section, several aids are provided: an alphabetical index, a geographical index, an index by racial/ethnic group, an index by organization function, a glossary, and sources of information for the directory. A tear-out data request form for updating future editions of the directory is attached. (GC)

ED 242 855

UD 023 526

Arce, Carlos H., And Others

Employment and Training Needs of Hispanics in

Michigan. Socioeconomic Status.

Michigan State Dept. of Management and Budget, Lansing, Office of Management Practices.

Pub Date—Oct 83

Note—139p.; Prepared for the Michigan Commission on Spanish Speaking Affairs. For related documents, see UD 023 527-528.

Pub Type—Numerical/Quantitative Data (110) — Reports—Descriptive (141)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—Census Figures, *Economic Climate, *Educational Attainment, Elementary Secondary Education, *Employment Opportunities, Employment Potential, *Employment Programs, *Hispanic Americans, *Job Training, Needs Assessment, Non English Speaking, Policy Formation, Postsecondary Education, Socioeconomic Status, State Programs

Identifiers—*Michigan

This report, part of a series on the employment and training needs of Hispanics in Michigan, is comprised of three papers. The first is an analysis of Michigan State data obtained from the 1980 census. The data indicate that: (1) Hispanics represent about 2 percent of Michigan's total population; (2) about 70 percent of these Hispanics are of Mexican origin; (3) the Hispanic population is much younger than the non-Hispanic population; (4) Hispanic households are significantly larger than non-Hispanic households; (5) Michigan Hispanics are still largely bilingual and have a low level of formal education; and (6) their economic position is midway between that of Whites and Blacks. The second paper provides a more detailed look at the Hispanic population of Adrian and Lenawee Counties, including the background of their arrival and settlement, present conflicts, and future problems and prospects. A number of policy recommendations are made. The third paper offers a similar analysis of Hispanics in the Greater Lansing area, including a profile of the area, employment and training programs currently in operation, a summary of responses to interviews, and respondent recommendations for action in the areas of education, public and private employment, and political action. Statistical data are presented in all three sections of the report. (CJM)

ED 242 856

UD 023 527

Arce, Carlos H., And Others

Employment and Training Needs of Hispanics in

Michigan. Statistical Handbook.

Michigan State Dept. of Management and Budget,

Lansing, Office of Management Practices.

Pub Date—Oct 83

Note—134p.; Prepared for the Michigan State Commission on Spanish Speaking Affairs. For related documents, see UD 023 526 and UD 023 528. Small print.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Census Figures, Demography, *Educational Attainment, Elementary Secondary Education, *Employment, Employment Programs, *Health, Higher Education, *Hispanic Americans, *Housing, *Income, Job Training, Labor Force, Socioeconomic Status, Statistical Data

Identifiers—*Michigan

This handbook is based on preliminary information from the 1980 census and other statistical sources, and provides information on Michigan's Hispanic population in the areas of population, education, employment and training (including participation in State and Federal programs), labor force participation, income, health, and housing. A discussion of the need for such a handbook, detailed instructions and suggestions for using the tables, cautions regarding limitations of the data, and sources and suggestions for further research precede the statistical tables. The tables are followed by a bibliography of printed sources, and a form which the reader may use to make suggestions on how the handbook could be improved and updated. (CJM)

ED 242 857

UD 023 528

Employment and Training Needs of Hispanics in

Michigan. Program Design.

Michigan State Dept. of Management and Budget,

Lansing, Office of Management Practices.

Pub Date—Oct 83

Note—61p.; Prepared for the Michigan State Commission on Spanish Speaking Affairs. For related documents, see UD 023 526-527.

Pub Type—Reports—General (140)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Demography, *Employment, *Employment Programs, Federal Legislation, *Federal Programs, Females, Government Role, *Hispanic Americans, *Job Training, Labor Force, Needs Assessment, Policy Formation, Skill Obsolescence, Socioeconomic Status, State Legislation, *State Programs, Technological Literacy, Youth Employment

Identifiers—*Michigan

This report, last in a series describing employment and training needs of Hispanics in Michigan, synthesizes the information presented in preceding volumes in order to identify target group needs and make recommendations for policy formulation and program development. Chapter I describes the study's scope and method. Chapter II provides a socioeconomic profile of Michigan's Hispanic population by summarizing demographic traits, labor

force status and trends, social and economic status, employment and training behavior, and urban-rural differentials, and then outlines the needs of six target groups: youth, women, displaced workers, technologically obsolescent workers, small business owners, and postsecondary students. Chapter III then describes Federal and State legislation, services provided by the State government, and innovative programs designed for or affecting each of the target groups. The last chapter lays out both multi-group and specific group program options that can be applied to employment and training needs of Hispanics in Michigan. Pertinent legislation relating to these needs is summarized in a table at the back of the report. (CJM)

ED 242 858

UD 023 334

Dutton, Diana B.

Children's Health, Access to Services and Quality of Care. Revised Executive Summary.

National Technical Information Service (DOC), Springfield, Va.; Stanford Univ., Calif. School of Education.

Spons Agency—National Center for Health Services Research (DHHS/PHS), Hyattsville, Md. Report No.—PB83-232652

Pub Date—13 Sep 82

Grant—1-R01-HS02816-01-HSR

Note—32p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Anemia, *Children, Economically Disadvantaged, *Family Income, *Health Conditions, *Health Needs, *Primary Health Care, Racial Differences, *Social Differences, Socioeconomic Status

Identifiers—*Access to Health Care, District of Columbia

This research investigated factors affecting children's health, based on empirical analyses of data from Washington, D.C. and national data. By most measures, poor children experience disproportionate morbidity and mortality. Yet certain ear and vision problems exhibit a U-shaped relation to family income in both national statistics and the Washington sample. Analyses of this relation suggested crowded housing and limited access to care as possible causes of higher prevalences among poor children in the study sample; mechanisms for the affluent were unclear. Additional analyses identified various economic factors underlying apparent racial differences in children's anemia. Focusing on ambulatory care, the research found different patterns of health outcomes and service utilization across practice settings. Thus, although lower utilization seemed detrimental to poor children's health overall, utilization levels across settings evidently had less to do with these health outcomes than did other provider or system features. Finally, both national and study data revealed persisting inequalities in measures of utilization and barriers to access. In the study sample, the most significant barriers appeared to be low income practices, high provider charges, and absence of Medicaid. Findings suggest that current policy trends may exacerbate present deficiencies in illness prevention and early diagnosis among the disadvantaged. (Author)

ED 242 859

UD 023 661

Passow, A. Harry

Reforming Schools in the 1980s: A Critical Review of the National Reports. Urban Diversity Series, Number 87.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—May 84

Contract—400-82-0012

Note—112p.; For appendix, see UD 023 662.

Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (\$10.00).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) - Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Administrator Role, Curriculum Development, *Educational Assessment, *Educational Change, *Educational History, Educational Objectives, Educational Technology, Elementary Secondary Education, Equal Education, Government Role, *High Schools, Minority Groups, *National Surveys, *Reports, School Business Relationship, School Effectiveness, Teacher Improvement, Time Factors (Learning), Track

System (Education), Urban Schools, Vocational Education

The purpose of this paper is to help educators and other interested individuals find their way through the plethora of reform reports published in the early 1980s. The early historical context of the reports is set out through a discussion of secondary education and proposals for reform since the 19th century. This is followed by a discussion of the 1983 reports that addresses their focus on the high school, their differences with the reform reports of the 1970s, and their common themes. These themes are identified as the meaning of excellence and the relationship of excellence to equity; the need to redefine and narrow the schools' goals and objectives; strengthening the curriculum; tracking; vocational education and the high school; the place of technology, particularly computers, in the schools; the use of time; the need to improve teachers and teaching; the importance of school principal leadership; business-school partnerships; and federal, state, and local responsibilities. Finally, an analysis of the reports is offered in terms of their treatment of the crisis in education today; the context of schooling; the poor, minorities, and urban schools; excellence, equity, and standards; reforming the schools, teaching, and learning; school climate and environment; better teachers and better teaching; the intrinsic value of education; and the school and non-educative settings. Throughout this analysis and the preceding discussion, comparisons are made with earlier reform reports. (CMG)

ED 242 860

UD 023 662

Passow, A. Harry

A Review of the Major Current Reports on Secondary Education. Urban Diversity Series Number 88.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Apr 84

Contract—400-82-0012

Note—213p.; Appendix to "Reforming Schools in the 1980s: A Critical Review of the National Reports." see UD 023 661.

Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (\$8.50).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Academic Standards, Administrator Role, Educational History, *Educational Improvement, *Educational Quality, Educational Research, Equal Education, Higher Education, *High Schools, Literature Reviews, Relevance (Education), School Effectiveness, *Secondary Education, Teacher Effectiveness

This volume summarizes the reports of the following commissions and study groups on secondary school reform: (1) National Commission on Excellence in Education ("A Nation at Risk: The Imperative for Educational Reform"); (2) Carnegie Foundation for the Advancement of Teaching ("High School: A Report on Secondary Education in America," by Ernest Boyer); (3) John Goodlad's Study of Schooling ("A Place Called School: Prospects for the Future"); (4) Paideia Group ("The Paideia Proposal: An Educational Manifesto," by Mortimer Adler); (5) Twentieth Century Fund Task Force on Federal Elementary and Secondary Education ("Making the Grade"); (6) College Board Educational Equality Project ("Academic Preparation for College: What Students Need to Know and Be Able to Do"); (7) Education Commission of the States ("Action for Excellence: A Comprehensive Plan to Improve Our Nation's Schools"); (8) National Science Board Commission on Precollege Education in Mathematics, Science and Technology ("Educating Americans for the 21st Century: A Report to the American People and the National Science Board"); (9) A Study of High Schools, sponsored by the National Association of Secondary School Principals and the National Association of Independent Schools ("Horace's Compromise: The Dilemma of the American High School," by TheodoreSizer); (10) The Need for Quality Project, sponsored by the Task Force on Higher Education and the Southern Regional Education Board ("The Need for Quality"); (11) a study by Gerald Grant, at Syracuse University, that grew out of a request by the National Council on Educational Research for a report on what makes a good school ("Education, Character and American Schools: Are Effective

Schools Good Enough?"); (12) a project initiated by Stephen Bailey to examine historical and contemporary values which underlie public education ("An Education of Value," by Marvin Lazerson et al.); (13) Wisconsin Program for the Renewal and Improvement of Secondary Education ("Improvement of Secondary Education through Research: Five Longitudinal Case Studies," by Herbert Klausmeier et al.); (14) Association for Supervision and Curriculum Development ("Redefining General Education for the American High School," by Gordon Cawelti); and (15) the Scarsdale Group ("The Scarsdale Conference on the College-Preparatory High School," by Barbara Fogel). (ML)

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Identifying Mathematically Talented Sixth Grade Students in an Upper-Middle Income Community.
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ED 242 338

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Research Libraries and Library Schools. Proceedings of a Meeting of the Canadian Association of Research Libraries and the Canadian Council of Library Schools (Saskatoon, Saskatchewan, Canada, June 9, 1982).
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ED 242 044

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ED 242 040

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ED 241 733

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ED 242 151

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Planning and Implementing the Transitions of Severely Handicapped Students from School to Postsecondary Environments.

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Strategies for Developing and Implementing Longitudinal and Comprehensive Curricular Content in the Domestic Living Domain.

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Utilizing Adaptive Devices with Severely Handicapped Students.

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Vocational Training: Are Ecological Strategies Applicable for Severely Multihandicapped Students?

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Wisconsin Univ., Madison. Center for Demography and Ecology.

Nonmetropolitan Growth in the Late 1970's: The End of the Turnaround? CDE Working Paper 83-20.

ED 242 806

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cultural and Life Sciences.

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Poverty in the United States: Where Do We Stand Now?

ED 242 821

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Interpreting Wh- Questions in English, German, and Dutch. Report from the Project on Studies in Language: Reading and Communication. Working Paper No. 309.

ED 242 197

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Basic Skills Improvement. A Handbook for Reading, Math, Writing, and Oral Communication.

ED 241 699

Improving Basic Skills: Volume I-A Collection of Wisconsin Programs for Improving the Basic Skills of Undereducated Youth and Adults.

ED 241 700

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ED 241 701

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ED 241 702

Microcomputer Software Programs for Vocational Education.

ED 241 811

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Survival Guide for Substitute Teachers.

ED 242 661

World Bank, Washington, D. C.

Student Loans as a Means of Financing Higher Education: Lessons from International Experience. World Bank Staff Working Papers Number 599.

ED 242 231

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Self-Help and Health in Europe. New Approaches in Health Care.

ED 242 712

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Methods of Improving the Cognitive and Verbal Development of Children with Cerebral Palsy. Monograph 23.

ED 242 133

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ED 242 521

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Report of a Survey (1982) Status of Elementary School Music Programs.

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Use of Standardized Achievement Test Results in YRBE Elementary Schools.

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Access to Privilege: Patterns of Participation in Australian Post-Secondary Education.

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Active Mathematics Teaching. Research on Teaching Monograph Series.

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The Aims of College Teaching.

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Assessing English Skills: Reading. A Resource Book for Adult Basic Education.

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Checkpoint 83.

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Children's Logical and Mathematical Cognition: Progress in Cognitive Development Research.

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Classroom Oriented Research in Second Language Acquisition.

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Communication Yearbook 7. Annual Review.

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Community Literacy Programmes in Northern Ghana.

ED 241 676

Computers, Teaching, and Learning: An Introduction to Computers in Education.

Cooperative Learning. Research on Teaching Monograph Series.

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Courseware in the Classroom: Selecting, Organizing, and Using Educational Software.

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Educational Planning: A Reappraisal.

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Education in the Computer Age: Issues of Policy, Practice, and Reform. Volume 6. Managing Information: A Series of Books in Organization Studies and Decision-Making.

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High School: A Report on Secondary Education in America.

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The Management and Education of Children with Spina Bifida and Hydrocephalus.

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Once Upon a Time. Using Stories in the Language Classroom.

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Reading: A Research Retrospective, 1881-1941.

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Reading Development: A Resource Book for Adult Basic Education.

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Requirements for Certification for Elementary Schools, Secondary Schools, Junior Colleges: Teachers, Counselors, Librarians, Administrators. Forty-Ninth Edition, 1984-85.

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School Special Services: Organization and Administration. Third Edition.

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A Subject Bibliography of the History of American Higher Education.

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Teaching Languages to Adults.

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- Changes & Challenges: City Schools in America. Thirteen Journalists Look at Our Nation's Schools. ED 242 813
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- Copyright Policies in ARL Libraries. SPEC Kit 102. ED 242 338
- Heroin. Specialized Information Service. ED 242 593
- Inhalants. Specialized Information Service. ED 242 583
- Initiatives in Communicative Language Teaching. A Book of Readings. ED 242 200//
- "Lookalike" Drugs. Specialized Information Service. ED 242 585
- LSD. Specialized Information Service. ED 242 586
- Mainstreaming: A Concept in Faculty Preparation (A Final Report). ED 242 670
- Mainstreaming in Secondary Schools: A Shared Professional Responsibility. OATE-OACTE Monograph Series No. 7. ED 242 722
- Mainstreaming in Secondary Schools: Focus on Research. OATE-OACTE Monograph Series No. 6. ED 242 721
- Marijuana. Specialized Information Service. ED 242 584
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- Alliances in Health and Education for Disabled Children and Youth: Directions for the 80s. A Forum (Arlington, Virginia, March 25-27, 1982). ED 242 118
- Childhood Learning Disabilities and Prenatal Risk: An Interdisciplinary Data Review for Health Care Professionals and Parents. Pediatric Round Table: 9. ED 242 117
- Communique: Special Issue on the International Network for Cooperation in Northern Science Created at a Meeting held in Edmonton, Alberta (October 12-15, 1982). Summary of Discussions and Agreements Reached = Numero special sur le Réseau Scientifique Internationale pour le Nord crée à la reunion tenue à Edmonton, Alberta (du 12 au 15 octobre 1982). Resume des discussions et accords conclus. ED 242 546
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- Convention '83. Program of the Annual National

- Vocational Special Needs Research Meeting (1st, Anaheim, California, December 2, 1983). ED 241 745
- Critical Issues Facing the Community College. ED 242 355
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- Early Education and the Exceptional Child. Proceedings of the Annual Montana Symposium (4th, Billings, Montana, April 27-29, 1983). ED 242 171
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- Learning by Sharing in the Outdoors. Workshop of the University of New Hampshire Outdoor Education Program (Durham, New Hampshire, March 5, 1983). ED 242 472
- Mainstreaming Multiculturalism in Canada: Challenges and Opportunities = Inscrire le multiculturalisme dans le courant canadien: Les défis et les promesses. Report of the Nottawasaga Thinkers' Conference (October 1983). ED 242 809
- Making Partnerships Work: Career Guidance and Work Related Education and Training. Proceedings of a National Invitational Conference (Arlington, Virginia, November 7-8, 1983). ED 241 760
- Mathematics Education. Anglo-Soviet Seminar (1st, Oxford, England, September 8-16, 1981). ED 242 540
- Misconceptions in Science and Mathematics. Proceedings of the International Seminar. (Cornell University, Ithaca, NY, USA, June 20-22, 1983). ED 242 553
- Partnerships with Schools Forum: Summary and Proceedings. ED 242 021
- R&D Speaks: Oral & Written Communication. ED 241 955
- Reading: The Core of Learning. Proceedings of the Annual Reading Conference (13th, Terre Haute, Indiana, June 16-17, 1983). ED 241 903
- Report and Recommendations: Conference on Mathematics in American Indian Education (Albuquerque, New Mexico, July 7-8, 1977). ED 242 463
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- Research and Educational Reform: Problems and Issues, and Strategies for Resolving Them. Report of a Regional Workshop (November 4-17, 1982). ED 242 570
- Research Libraries and Library Schools. Proceedings of a Meeting of the Canadian Association of Research Libraries and the Canadian Council of Library Schools (Saskatoon, Saskatchewan, Canada, June 9, 1982). ED 242 339
- School Reform and Related Issues. Proceedings of the Conference of the University Urban Schools National Task Force (5th, Palm Beach, Florida, November 11-12, 1983). ED 242 811
- The SEDL Regional Conferences: The White House Report on Science & Engineering Education (Austin, Texas, March 10, 1981; Baton Rouge, Louisiana, March 12, 1981). Final Report. ED 242 547
- Sponsorship/Partnership. 1984 Annual Meeting Papers. ED 242 244
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- A Working Partnership for 1993: Linking Community Colleges and Business. Conference Summary. (Sacramento, California, May 13, 1983). ED 242 354
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Physical Science. A Handbook for Vietnamese
Speaking Students.

ED 242 843

Clearinghouse Number/ED Number Cross-Reference Index

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THESAURUS ADDITIONS AND CHANGES

The following additions and modifications have been made to the ERIC controlled vocabulary since October 1983. They are, therefore, not included in the 10th (1984) edition of the *Thesaurus of ERIC Descriptors*.

ADAPTIVE TESTING

Feb. 1984

- SN Testing that involves selecting test items according to the examinee's ability as shown by responses to earlier test items
- UF Flexilevel Testing
Response Contingent Testing
Stradaptive Testing
Tailored Testing

ANDRAGOGY

Mar. 1984

- SN The art and science of the facilitation of adult learning, distinguished from child-oriented "Pedagogy" in terms of learner self-direction, application of knowledge and experience, learning readiness, orientation to the present, and problem-centeredness
- UF Androgogy

Computerized Adaptive Testing

- USE ADAPTIVE TESTING: COMPUTER ASSISTED TESTING
(Replaces "Computer Adaptive Testing" as USE Reference)

Computerized Tailored Testing

- USE ADAPTIVE TESTING: COMPUTER ASSISTED TESTING
(Replaces "Computer Tailored Testing" as USE Reference)

DISLOCATED WORKERS

Mar. 1984

- SN Workers who have lost their jobs because of economic and technological changes in a business or industry, e.g., plant closings or relocation, increased competition, automation, or market fluctuations
- UF Disemployment
Displaced Workers

EARLY RETIREMENT

Mar. 1984

- SN Withdrawal from one's occupation or career at an earlier age or time than is mandatory or customary

EDUCATIONAL ASSESSMENT

Jan. 1974

- SN (Scope Note Changed) Determining and interpreting the attainment of educational objectives (nationwide, statewide, or locally) for use in educational planning, development, policy formation, and resource allocation (note: do not confuse with "Educational Diagnosis" or "Testing")

High Technology

USE TECHNOLOGICAL ADVANCEMENT

Illegal Immigrants (Del Feb84)

USE UNDOCUMENTED IMMIGRANTS

MARITIME EDUCATION

Feb. 1984

- SN Learning/teaching activities concerned with building, operating, and navigating boats, ships, and other floating structures, as well as related harbor and dock technology

MARXIAN ANALYSIS

Mar. 1984

- SN Application of Marxist concepts, principles, and models in any field (e.g., educational or historical or literary criticism)
- UF Marxist Criticism

MARXISM

Mar. 1984

- SN Body of social, economic, and political thought originating with Karl Marx and Friedrich Engels—distinguished by the labor theory of value, the principles of dialectical materialism and economic determinism, and the doctrine of revolutionary change leading to a classless society
- UF Dialectical Materialism

MONTE CARLO METHODS

Mar. 1984

- SN Statistical simulation techniques using random numbers to derive probabilistic approximations to the solutions of problems—used especially for complex problems with many variables or interrelationships

NONTENURED FACULTY

Feb. 1984

- SN Academic staff who have not received tenure (permanence of position) at their school or institution—includes those awaiting tenured appointments and those who are ineligible for tenure
- UF Nontenured Teachers
Untenured Faculty

OCEANOGRAPHY

Mar. 1980

- SN (Scope Note Changed) Science that deals with the oceans and other large bodies of water, including their exploration, preservation, use, and interactions with air, dry land, and all life forms

ROBOTICS

Mar. 1984

- SN Study, design, and use of robots, mechanical devices that can be programmed to perform tasks of manipulation and locomotion under automatic control
- UF Industrial Robotics
Robots

SMALL ENGINE MECHANICS

Mar. 1984

- SN Assembly, operation, and repair of reciprocating internal-combustion engines used on lawnmowers, garden tractors, chain saws, and other portable power equipment—small engines are generally air-cooled and under 20 horsepower

UNDOCUMENTED IMMIGRANTS

Feb. 1984

- SN Persons residing in a foreign country without proper authorization, having entered that country by unlawful means or having violated the provisions of their visas
- UF Alien Illegality
Illegal Aliens
Immigrant Illegality

Undocumented Workers

- USE FOREIGN WORKERS: UNDOCUMENTED IMMIGRANTS

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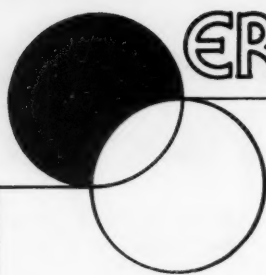
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